APPENDIX A

SUGGESTED "MODERATORS" FOR BOARD OF EDUCATION-STUDENT WEEKEND

1. The Rev. Tilden Edwards - 265-1816
Director, Metropolitan Ecumenical Training Center.

2. Dr. Roy Jones - 797-1796
Director, Center for Community Studies, Howard University.

3. Dr. Donald Ehat - 298-7092
Private Training Consultant

4. The Rev. John Denham -zj 223-3060
Director, Middle Atlantic Institute of Christian Education.

5. The Rev. James Anderson - 537-0920
Director of Training, Episcopal Dioceses of Washington and Maryland

6. The Rev. John Harris - 537-0920
Director of Training, Episcopal Dioceses of Washington and Maryland

7. Miss Priscilla Newell - 471-4673
Private Training Consultant

8. Dr. David Ruth - 966-6718
Assistant Professor of Sociology, American University.

9. Mrs. Bernard Haldane - 554-1222
Private Training Consultant (formerly professional youth trainer for the national Executive Council of the Episcopal Church).

10. The Rev. Frank Durkee - 967-2127
Urban Projects Officer, EDA, Department of Commerce

11. The Rev. James Tomasek - 589-6884
Conference Director of Education, United Church of Christ.

12. Mr. Allen Scult - 298-8787
Assistant Director, Washington Chapter of the American Jewish Committee.

13. The Rev. David Robb - 638-1424
Assistant Director for Program, Washington Area Council of Churches.

14. The Rev. Ernest Gibson - 638-1424
Assistant Director for Program, Washington Area Council of Churches.

15. The Rev. Shed Williams - 347-6597
Project Assistant, Community Relations Division, Federal City College

16. The Rev. Thomas Torozian - 547-8676
Director, Capitol Hill Group Ministry.

17. The Rev. Earn Brill - 244-4399
Episcopal Chaplain, American University

18. Dr. Shirley McCune - 338-4300
Training Director, American Association of University Women
(Community Change Trainer).

19. The Rev. Charles Ebbecke - 232-1144
St. Martin's Roman Catholic Church (urban).

20. Mr. Martin Walsh - (703) 382-2101
Woodstock College, (MA., Sociology, 3 years urban high school teacher
in Jersey City.

21. The Rev. Knox Kreutzer - 293-1444
Director, Marriage and Family Institute.

22. William Murphy
Education specialist, Job Corps

23. James Gibson
Program Officer, Potomac Institute

24. Jesse McCorry
Executive Associate, Great Lakes region, Upward Bound

25. Dr. Preston Wilcox
The Education Affiliate, Bedford-Stuyvesant Development and Service Corporation

26. Dr. Harland Randolph
Executive Assistant to the President, Federal City College

27. LaVerne Love
Project Coordinator, United Planning Organization

28. David Johnson
Chief, Educational Talent Search and Educational Opportunity Grants
Branch, Office of Education

29. Rosina Willis
Professional Rights and Responsibilities staff, National Education Assoc.

30. Dr. Hyman G. Frankel
Professor of Urban Sociology, Federal City College

31. Margaret Butcher
Professor of Mathematics, Federal City College

32. C. Sumner Stone
Congressional consultant, author

33. Paul Cook
President, D. C. Teachers College

34. Elias Blake
Director of the Thirteen College Program, Institute for Services to Education

35. Jonathon Fanton
Director of Compensatory Programs, Yale University

36. John Hill
Executive Associate, Western region, Upward Bound

37. Jesse Jackson
School Board Candidate

TEMPORARY TEACHERS BY SCHOOL

Feb-1970

BLDG	COUNT	
001	9	Adams E.S.
004	3	Aiton E.S
008	3	Americanization
016	51	Anacostia
020	23	Armstrong
058	47	Ballou HS
059	9	Backus JH
060	8	Bancroft ES
064	2	Banneker JH
068	7	Barnard E.S
072	9	Beers E.S.
080	14	Bell Voc.
084	1	Benning E.S
092	13	Birney E.S
104	6	Blow E.S.
116	5	Bowen E.S.
122	1	Boys' Jr-Sr. H.
124	5	Brent E.S.
132	3	Brightwood E.S.
136	1	Brookland E.S
140	5	Browne JH
144	1	Bruce E.S.
148	8	Bryan E.S.
152	7	Buchanan E.S.
156	2	Bundy E.S.
160	8	Bunker Hill E.S
164	16	Burdick Voc.
168	12	Burroughs ES
172	3	Burrville E.S
176	53	Cardoza SH
180	1	Carver E.S.
184	14	Chamberlain Voc.
189	5	Clark E.S.
192	6	Cleveland E.S
196	10	Congress Heights E.S
200	3	Cook, J.F. ES
204	9	Cooke, H.D ES
208	66	Coolidge SH
220	2	Crummell E.S.
228	9	Davis ES
232	7	Deal JH
416	9	Douglas JH
418	15	Draper ES
419	2	Drew ES
420	41	Dunbar SH
428	82	Eastern SH
432	2	Eaton ES
436	2	Eckington ES
440	2	Edmonds ES
444	8	Eliot JH
448	7	Emery ES
454	11	Evans JH

20

TEMPORARY TEACHERS BY SCHOOL

BLDG	COUNT	
456	1	Fillmore ES
468	5	Francis J.H.
480	9	Garfield ES.
484	4	Garnet. Patterson JH
488	2	Garrison E.S.
491	7	Gibbs E.S.
492	3	Giddings E.S.
494	3	Goding E.S
496	5	Gordon JH
500	3	Grant ES
504	15	Green ES
506	11	Hamilton JH
508	4	Grimke ES
515	3	Harris ES
516	2	Harrison ES
518	17	Hart JH
528	2	Hearst ES
532	13	Hendley ES
536	12	Hine JH
538	5	Houston ES
540	1	Hyde ES.
544	1	Jackson ES
548	4	Janney ES
552	4	Jefferson JH
558	8	Johnson JH
560	4	Keene ES
564	4	Kenilworth ES
568	9	Ketcham ES
572	2	Key ES
576	9	Kimball ES
580	7	Kingsman ES
584	8	Kramer JH
588	3	Lafayette ES
592	4	Langdon ES
597	6	Langley JH
602	2	LaSalle ES
603	1	Lenox ES Annex
604	5	Lenox ES
605	6	Lewis ES
608	4	Logan ES
609	17	Lincoln JH
612	2	Lovejoy ES
616	1	Ludlow ES
624	6	Macfarland JH
629	2	Madison ES
632	4	Magruder Bldg.
640	2	Mann ES
644	5	Maury ES
645	15	Mc Gogney ES
648	57	Mc Kinley JH
655	3	Meyer ES
656	3	Military Road ES

TEMPORARY TEACHERS BY SCHOOL

BLDG	COUNT	
660	14	Miller JH
661	2	Miner ES
668	2	Monroe ES
672	3	Montgomery ES
676	12	Morgan ES
680	2	Morse ES
683	7	Moten ES
684	5	Mott ES
688	2	Murch ES
692	8	Nalle ES
693	9	Nichols Ave. ES
696	2	Noyes ES
704	4	Orr ES
708	3	Oyster ES
712	4	Park View ES
716	10	Patterson ES
720	13	Paul JH
724	4	Payne ES
728	3	Peabody ES
729	53	Penn Branch S.E.
731	5	Perry ES
736	4	Petworth ES
737	68	Presidential Bldg.
740	16	Phelps Voc.
748	1	Pierce ES
750	7	Plummer ES
752	4	Powell ES
753	1	Powell ES Annex
755	10	Rabaut JH
756	5	Randall JH
760	1	Randle Highlands ES
764	7	Raymond ES
772	9	Richardson ES
774	5	River Terrace ES
775	15	Roper JH
776	19	Roosevelt SH
784	3	Rudolph ES
785	5	Savoy ES
788	5	Seaton ES
793	15	Sharpe Health
794	4	Shadd ES
796	8	Shaw JH
800	4	Shepherd ES
804	4	Simmons ES
806	16	Malcolm Scates
808	9	Simon ES
811	2	Slater ES.
816	4	Slowe ES
820	4	Smothers ES
824	10	Sousa JH
828	50	Spingarn SH
832	9	Stanton ES

TEMPORARY TEACHERS BY SCHOOL

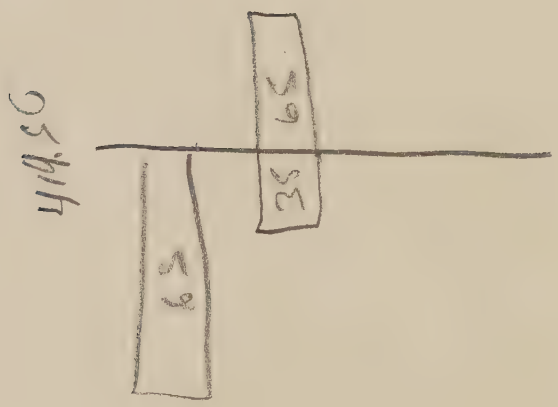
BLDG	COUNT	
840	3	Stevens ES
844	2	Stoddert ES
848	2	Stuart JH
852	1	Summer ES
864	5	Syphax ES.
868	12	Taft JH
872	3	Takoma ES
876	2	Taylor ES
880	8	Terrell ES
885	5	Thomas ES
888	4	Thomson ES
892	11	Truesdell ES
895	6	Tubman ES
896	11	Turner ES
904	8	Tyler ES
912	4	Van Ness ES
940	8	Walker-Jones ES
944	20	Washington Voc.
947	7	Watkins ES
950	6	Webb ES
952	1	Webster Bldg.
956	1	West ES
960	52	Western SH
964	6	Wheatley ES
968	2	Whittier E.S.
973	4	Wilson, J.O. E.S.
976	40	Wilson, W. SH
984	2	Woodridge E.S.
986	9	Woodson JH
992	4	Young E.S.
	1,754	

Schools With No Temporary Teachers

174	Capitol Page
476	Gage
512	Hardy
520	Hayes
600	Langston
616	Logan
652	Merritt
948	Weatherless

Allen
~~63~~
965-3071

12



COMMITTEE F O R EDUCATION

The Track System, Malperformance, and Teacher Expectations.

A Bibliography

Nancy Mamis
Preston R. Wilcox

This bibliography was prepared for a meeting held at 2 P.M. on Saturday, May 4, 1968 at #I.S. 201, 127 Street and Madison Avenue, New York, N.Y. 10037. JULIUS HOBSON, plaintiff in Washington, D.C.'s Hobson vs. Hansen case was the main speaker. His remarks were addressed to the discriminatory application of the track system in the Washington, D.C. school system. Included in the listing below are articles relating to the Hobson vs. Hansen case and its' implications.

The implications of the discriminatory application of the "track system" - informally and formally - is attested to by articles listed below which deal with malperformance and teacher expectations. The articles deal mainly with issues such as school segregation, school dropouts, WASP-oriented textbooks, the condition of school buildings, teacher attitudes, etc.

A. - The Track System

1.- Bard, Bernard "Seeking the Right Track" in The New York Post, December 9, 1967.

2.- Franklin, Ben. A., "De Facto Segregation Held Invalid in Capitol's Schools" in The New York Times, June 20, 1967. p. 1.

3.- "Hobson vs. Hansen: What is Law For?" in The Center Forum, New York Center For Urban Education, (105 Madison Avenue.) July 5, 1967. pp. 1-6.

4.- Jacoby, Susan, "Education in Washington: National Monument to Failure" in Saturday Review, November 18, 1967. pp. 71-90.

5.- Lauter, Paul and Howe, Florence, "The School Mess" in New York Review of Books, (250 West 57th St., N.Y.C.) 10:2, February 1, 1968.

6.- Promotion and Acceleration Policies of the New York City School System. New York EQUAL School Information Service, 28 East 35 St., undated.

7.- The Structure of the New York Public School System, New York: EQUAL School Information Service, 28 East 35 St., undated.

8.- "The Washington, D.C. School Case" in Integrated Education, (343 Dearbon St., Chicago, Illinois), V:4, Aug.-Sept. 1967, pp. 46-53.

9.- "U.S. Appeals Court Judge J. Skelly Wright's Decision on District of Columbia's Track System" in Congressional Record, U.S. House of Representatives, 113:98, June 21, 1967. pp. H7655-H7700.

B. - Malperformance

1.- "A Dropout Study Blames Schools" in The New York Times, November 24, 1967. p. 58.

2.- Vinter, Robert D. and Sarri, Rosemary C. "Malperformance in Public Schools: A Group Work Approach," in Social Work, 10:1, January, 1965. pp. 9-11.

C. - Expectations

1.- Bard, Bernard, "The Blackboard: Spotlight on Texts," in The New York Post, October 7, 1967. p. 13.

2.- Brothers, Joyce, "Segregation Harms All Students" in Long Island Press, July 28, 1963.

3.- Clark, Kenneth B., "Clash of Cultures in the Classroom" Washington, D.C. : Tutorial Assistance Center, (2115 S Street N.W. 20008) October, 1966. 13 pp.

4.- EQUAL, Research For Action: Bulletin #2. New York: EQUAL, February 15, 1967. (mimeographed)

5.- Fort, Edward P. "Desegregation and the Belgian Congo Syndrome" in Teachers College Record, 69:6, March, 1968. pp. 555-560.

6.- Fuchs, Estelle, School Boycott: Learning in the Streets, New York Project TRUE, Hunter College, September, 1965.

7.- Group for Advancement of Psychiatry. Emotional Aspects of School Desegregation. New York: G.A.P. (104 E. 25 St.) 1960. 47 pp.

8.- Harlem Parents Committee, Education of Minority Group Children in New York City Schools, New York: Harlem Parents Committee, October 21, 1965. (mimeographed)

9.- Hechinger, Fred M. "Bright Ones Spurt Ahead-Psychologist Says Pupils Suffer From Teachers' Low Expectations" in Youngstown, O. Vindicator, August 13, 1967. p. A9.

10.- Public Education Association. The Status of Public School Education of Negro and Puerto Rican Children in New York City. New York: P.E.A., October, 1955.

11.- Rosenthal, Robert and Jacobson, Lenore F. "Teacher Expectations for the Disadvantaged" in Scientific American, 218:4, April, 1968. pp. 19-23.

12.- Pressman, Harvey, New Schools for the Cities. Washington, D.C.: (1220 Fifteenth St., N.W.) 1967.

C. - Expectations (cont.)

13.- Simms, Gregory. Elements of Democracy: A Paper on the Principle of Public Supervision of Public Goods and Services. Trenton, N.J.: New Jersey Community Action Training Institute, Inc. August, 1960. (mimeographed)

14.- Simms, Patricia. A Study of Ethnic Representation in Illustrations and Subject Area Relevance to Environment of Elementary School Texts. Trenton, N.J.: Cadwalder School P.T.A., March 15, 1967. (mimeographed)

15.- Toward Better Schools: A Summary of the Passow Report Washington, D.C.: D.C. Citizens for Better Public Education, September, 1967. 72 pp.

16.- Wilcox, Preston R. Strategies for the Education of the Disadvantaged: Black Youth and Public Education. New York MUST, September 1, 1967. (mimeographed - to be published in 1968 by Special Child Publications, 71 Columbia St., Seattle, Washington)

17.- Wilcox, Preston R., "Teacher Attitudes and Student Achievement", in Teachers College Record, 68:5, February, 1967. pp. 371-379.

18.- Wilcox, Preston R. The Thrust Behind the Surge for Community Control of the Schools Located Within Black Communities. New York: MUST, (235 East 49 St.), January 15, 1968. (mimeographed - to be published in 1968 by Educational Facilities Laboratories, 477 Madison Ave., New York, N.Y. 10022).

PROPOSAL FOR IMMEDIATE ACTION ON IMPLEMENTING THE WRIGHT DECISION IN THE D.C. PUBLIC SCHOOLS

So far the major reacion of the school administra tion has been one of confused inaction. Until pressured they contented themselves with abolishing the basic track while continuing to use the same books and curriculum guides in the other three tracks. A few new courses were added and here and there random pieces of curriculum were written, but, by and large, the system remained unchanged since no ~~vigorous~~ more than a token effort was made to change it. Now, in almost total reversal the administration has adopted the position that they are required to totally abolish all ability grouping and initiate heterogenous grouping. In some schools Principals have gone so far as to tell teachers that they cannot even have prerequsites for such things as advanced math science classes, and to assert that the counselors should not take away "the student's right to fail." All of this is simply nonsense and reflects the administration's inability to take positive action to replace an outmoded, inequal, and unworkable system of curricula with one which works in the best interests of all students. The present plans of the administration apparently call for the abolition of all forms of ability grouping (with the exception of some "special" cases such as those involving the honors tracks at Western and Wilson, now known as the Humanities Program and Project 370 respectively). This is to be done without any real advance planning and without any provision for new books with which to initiate the change in program. Further, there seems to be little or no provision for remedial classes or compensatory classes. The results will, of course, be chaos in the classroom and very likely an increased number of failures and drop-outs.

It is not reasonable to assume that even the best and most experienced teacher can teach any class well when he must rely on books which were purchased for a track oriented curriculum. It is not reasonable to assume that in a system which has nearly a 40% turnover that new and inexperienced teachers can function without either proper books or a curriculum guide! It is not reasonable to assume that teachers can, while carrying their present loads of five classes a day plus one or more extracurricular activities, suddenly solve all the problems of the change by "individualizing" teaching in the classroom. "Individualizing" is a vague meaningless term used to imply that teachers can somehow perform the miracle of being able to teach each child on an individual basis in classes which include as many as forty students. Obviously, change must take place, but the administration's plan for the substitution of unorganized chaos for organized discrimination is certainly not the answer.

I would like to make the following suggestions for immediate emergency action. The school system is permeated with dozens of expensive special projects which have little or no effect on the lives of the majority of students. Often projects duplicate effort, and often they seem to exist simply on a self-serving basis and continue on year after year without producing measurable results. I suggest that all of these projects be carefully reviewed and that those which cannot show that they have contributed to the welfare of the total student population be discontinuted. Impact aid money and funds from special projects could then be used for city-wide reform. Where matching federal funds are involved, I suggest that reapplication for these funds be made in the name of basic reform.

(Secondary schoosl)

I suggest:

1. Emergency appropriations for books and materials with priority being given to those schools which are below average in the city-wide book count.

2. Emergency appropriations for summer workshops to write new curriculum to replace the track system. Such workshops would be composed of elected repreesenatives from each Department in each of the schools, elected students, selected parents.

3. Establishing a special book committee to determine which books on hand should be retired. Emergency appropraitions to replace books purchased when the system was tracked with modern untracked material.

4. Abolition of the requirement that all books ordered through regular budget funds be on the "Approved" list.

5. Serious consideration be given to boycotting all textbook manufacturers who have not adequately integrated their books.

6. Serious consideration be given to relying primarily of paperback books rather than hard-back anthologies.

7. That for the first time each teacher be given a book allowance to be spent as she and her students see fit.

8. That members of the summer workshop work toward creating a new curriculum which combines heterogenous grouping with flexible scheduling which permits classes to separate into skills classes based upon ability grouping for a part of the time. That the members of the workshop give priority to setting up across the board remedial classes in reading, composition, and math. Such remedial classes would be in addition to regular English classes and math classes and would meet on a five day basis. That members of the workshop give priority to adding at least a minimum of electives for non-college bound students. That the members of the workshop make certain that adequate black studies courses are available in all schools.

9. That all teachers be used to their fullest capacity as teachers. Teaching loads should be equalized, and where class size exceeds the legal maximum stated in the Union Contract, teachers, under no circumstance, be used for duties other than teaching. They should not be taken from the classroom to perform administrative, police, enrichment, or other duties.

10. That the position of Master Teacher be established in each department. This teacher should be elected by members of the department on the basis of his ability to lead in breaking new educational ground. He would teach two classes and spend the rest of his time working with new teachers, writing curriculum, and setting up team teaching.

11. That arrangements be made for students to evaluate their programs and their teachers, and for teachers to evaluate the performance of their administrators.

12. That as a long range priority the administration devote itself to equalizing opportunity throughout the city. That adequate, relevant books and materials be purchased for every classroom, that class sizes be made uniformly small throughout the city, that adequate city-curriculum guides be provided to every school, and that no special projects, enrichment programs, or special programs affecting only a small number of students be supported until <u>all</u> students have been served equally in the basic requirements for a decent education.

13. That arrangements be made at once to add to the curriculum a number of courses to prepare the students to make intelligent decisions on practical matters: Consumer Econo; mics, Practical Law, JTN
Civil Rights, Etc.

14 Initiation of extended experience
(work-study)

HOWARD UNIVERSITY

CENTER FOR CLINICAL LEGAL STUDIES

presents

a

BLACK ECONOMIC DEVELOPMENT SEMINAR SERIES

April 16, 23, 30 & May 7, 1970

7:00 p.m. to 9:00 p.m.

HOWARD UNIVERSITY

SCHOOL OF LAW

MOOT COURTROOM

6th & Howard Place, N. W.
Washington, D. C. 20001

Thursday, April 16, 1970

"The Concept of Black Economic Development in American Economic Society"

PANELISTS:

MR. ROY INNIS, National Director
Congress of Racial Equality
New York, New York

MR. EDWARD IRONS, Executive Director
National Bankers Association
Washington, D. C.

MR. JULIUS HOBSON, Director
Washington Institute for Quality
Education - Washington, D. C.

MR. BELFORD V. LAWSON, JR., Attorney
Lawson, Lawson, Nesbitt & Taylor
Washington, D. C.

MRS. MARY B. WYATT, Asst. Professor
Howard University Law School

Thursday, April 23, 1970

"Problems of Black Economic Development"

PANELISTS:

MR. MELVIN DOXIE, Project Director
National Business League
Washington, D. C.

MR. ARTURO GRIFFITHS, Director
Washington Ghetto Industrial
Development and Investment Corp.
Washington, D. C.

MR. BRENT OLDHAM, Executive Director
Reconstruction and Redevelopment
Corporation - Washington, D. C.

MR. GEORGE ROBINSON, Executive Director
Institute for Minority Business
Education - Washington, D. C.

MR. JEROME SHUMAN, Professor
Georgetown Law Center and Howard
University School of Law
Washington, D. C.

MR. PETER TAYLOR, President
Washington Area Contractors Association - Washington, D. C.

Thursday, April 30, 1970

"Alternative Methods of Black Economic Development"

PANELISTS:

MR. GLENN CARR, Director
Reginald Heber Smith Community
Lawyer Fellowship Program
Howard University School of Law

REV. WALTER FAUNTROY, Executive
Director, Model Inner City
Community Organization
Washington, D. C.

MR. NORMAN HOLMES, Executive Director
Central Cardozo Community
Development, Incorporated
Washington, D. C.

MR. FRANK SMITH, Director
Black Markets
Washington, D. C.

MRS. MARY TREADWELL, Director of
Program Development, Pride Inc.
Washington, D. C.

Thursday, May 7, 1970

"Financial and Technical Resources to Assist Black Economic Development"

PANELISTS:

MR. JAMES COBB, Associate Professor
Howard University School of Law

MR. WILLIAM JAMESON, Executive
Director, Interracial Council for
Business Opportunity
Washington, D. C.

MR. ARTHUR MC ZIER, Assistant Administrator for Minority Enterprise
U. S. Small Business Administration - Washington, D. C.

MR. WARREN VAN HOOK, Assistant Director
Howard University Small Business
Guidance and Development Center

MR. MERVIN O. PARKER, Executive Vice
President
Industrial Bank of Washington
Washington, D. C.

MR. RUFUS B. WOMACK, District Manager
N. C. Mutual Life Insurance Co.
Washington, D. C.

The Howard University Center for Clinical Legal Studies was established in September, 1969, by Howard law students interested in getting involved in the practical application of law to community needs. The basic purpose of the Center is to provide legal assistance for District residents and organizations who are without the financial means, information, expertise or knowledge to secure it otherwise.

Throughout the 1969-70 academic year, the Center conducted seminar programs on the Welfare System, Landlord-Tenant Relations, Police-Community Relations and Low-Income Consumer Problems. The Black Economic Development Seminar series is the last in this series of programs.

Statement by Honorable Graham W. Watt, Deputy Mayor, District of Columbia, on October 21, 1971, Meeting of Board of Directors, The Washington Metropolitan Area Transit Authority

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For more than 20 years, the legal basis for discrimination based on race has been eroded and knocked away. Court decisions were followed by legislative enactments -- and these by executive policy and administrative requirements. The Civil Rights Act of 1964 said that no person in this nation shall, because of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which Federal financial assistance is granted.

As public officials -- in Maryland, Virginia and the District of Columbia, as well as officials of this Authority, we have a common obligation to uphold the law.

Let me emphasize the critical language of the law: no person shall, because of race, color, or national origin, be <u>excluded from participation in</u>, or <u>be denied the benefits of</u> ... any program -- including METRO. That is a clear mandate; one which we have <u>no choice</u> but to uphold.

You may well ask of me "What is the purpose of this? We all know we cannot discriminate -- we passed that milestone a long time ago."

The fact is this foundation is essential to the point I wish to establish -- we have and continue to discriminate in such a way as to violate the spirit if not the letter of the law.

In this forum, it is hardly necessary for me to point out that discrimination takes many forms -- some blatantly obvious, some so subtle as to defy detection, others so based in tradition as to be below our normal threshold of consciousness. Therefore, if we would judge ourselves, we must consider the effect of what we do, not only the actions which we take in the hope or expectation that something beneficial may result.

I am convinced that at this time, the effect of our efforts as Board and staff of WMATA has been to deny equal access to METRO work by small and minority contractors and thereby to also deny them the opportunity to share in its benefits. By no reasonable, defensible measure can any one of us seek to argue that our record justifies our past performance as effectively beneficial for minority business contractors. It doesn't and we can't say that it does!

Eight months ago, this Board proclaimed a policy "to assist in assuring full and equal opportunity for minority business enterprises on Metro construction projects..."

This is a policy of nondiscrimination. As a direct result of this policy, minority contractors received $1.5 million out of $300 million of contracts. Obviously, we must do more. We must consider the development of an affirmative, aggressive policy -- designing specific programs, making specific assignments of responsibilities -- if we are to assure greater and more equitable involvement of minority firms.

Therefore, I propose we undertake a three-part program which I believe offers us the opportunity, in common purpose and fully within the letter and spirit of the law, to achieve the more effective realization of our objectives -- to build a subway, yes, but to also build a better regional community -- to build more, much more, than a great subway system.

First, I propose that this Board, exercising its policy-making prerogatives, review and revise its statement of policy and programs relative to utilization of minority business contractors. Consideration should be given to the following propositions:

1. The WMATA Board shall sponsor a major workshop calling together minority contractors, major WMATA contractors, local assistance groups such as WACA and Minority Contractors Assistance Program, Federal agencies such as DOT, the Office of Minority Business Enterprise, and SBA to evaluate existing programs, better define problems and needs, and to develop new programs to increase and insure minority business opportunities.
2. Identify and involve in our effort all minority enterprise technical assistance programs both public and private, to serve as a continuing resource to assist WMATA.
3. Utilization of <u>special</u> programs designed to insure minority economic development.

4. Advance announcement with considerably greater lead time of proposed contract lettings; issuance of a timetable of bid openings and scheduled projections of contract type and size to better assist minority contractors to work with appropriate staff and technical experts to assure participation in such work.

5. Revision of our present contracting procedures and basic system to afford greater opportunities for participation by minority businesses.

6. Negotiated contracts with minority businesses especially in such areas as engineering, planning, and other professional and consulting services.

7. Evaluation of bidders on WMATA construction and related work not only for technical capability but on the basis of their programs to encourage minority enterprise participation.

Second, I urge that this Board insist that minority enterprise participation in Metro be given a top priority by our staff. We should consider:

1. Creation of a division in the WMATA organization directed by an officer with appropriate authority, staff and resources, to insure implementation of the Board's Policy on minority enterprise development and participation.

2. Greater allocation of WMATA resources -- our own and those made available to us by grants -- to technical assistance and minority economic development programs.

3. Utilization of pre- and post-bidding conferences as a mechanism to promote and provide new opportunities for minority economic development through joint venture, sub-contracting, consortia and other similar means.

4. Provide training and advice to total WMATA staff to assure their understanding and implementation of the program.

Third, I recommend that this Board increase its capacity to monitor and evaluate the effectiveness of our new programs thru ...

Establishment of a continuing Board Committee to work closely with citizen and official groups to review and evaluate WMATA programs and efforts to insure minority enterprise participation and to make further recommendations to improve and expand our program.

Employment of a consultant to advise and assist the Board on policy issues, needed policy changes, development of new programs and linkages, and to help test the effectiveness of our programs.

Only in these ways -- and by means which others may propose, can we really expect to accomplish the lofty goals which we espouse, but all too often thwart in accomplishment. Rev. Channing Phillips, Dr. Cleveland Dennard, -- and others, have suggested that "special" programs and efforts are called for. There can be no more appropriate time or place for such special efforts as <u>this time</u> and <u>in this place</u>.

GIVING OUR CHILDREN A NEW CHANCE . . .

. . . through quality education

A Voter's Guide

For

Electing Board of Education Members

a community service project by
Washington Institute for Quality Education

! register by September 21, 1968

your participation counts !

your chance to change our childrens' future . . .

On November 5, 1968, you, the voters of the District of Columbia -- as parents and as friends of education -- will make an important decision affecting the lives of our children.

You will elect members of the Board of Education.

Never before have District residents had this opportunity to improve our childrens' future.

The people you elect will have to make a choice. They can work to bring high quality education to our children or they can continue the present system which has failed to equip young people of the District of Columbia for productive careers and vocations.

voting for a new chance

You can vote for a new chance for our children by voting for Board members who will work to bring about a much needed change in our educational system.

This pamphlet contains a list of questions that can be used as a guide for deciding which candidates, in your opinion, will work for the kind of education you want in the District of Columbia public schools.

who developed the questions?

The questions were developed from a survey of the major problems and issues that now exist in the D.C. schools. They were reviewed by a panel of 28 local and national specialists in urban education. Then they were approved by a panel of parents who have children in the D.C. schools and who are anxious to improve the quality of education for all children in the District.

The questions in this pamphlet based on four major needs facing D.C. public schools:

- the need to provide high quality education for all students
- the need for control of the schools by the community
- the need for a better relationship between schools and black communities
- the need for well qualified Board members

the questionnaire

Questions	Answers: YES	Answers: NO
1. Are the students the most important group in the school?	____	____
a. If so, will you set up a system which students can use to evaluate teachers, principals, and other educational personnel?	____	____
b. If so, will you set up a system in which parents can evaluate the school's effects on their children?	____	____
2. Will these factors guide your judgment with respect to student achievement?		
a. National examinations	____	____
b. Student interest and ability	____	____
c. Employer demands on graduates	____	____
d. Community needs	____	____
(For each YES answer, ask the candidate to explain how he will take these factors into consideration.)		
3. Do you agree with and support the Skelly-Wright Decision?	____	____
a. If so, in your opinion, has the present system failed to comply with the Decision?	____	____
b. In your opinion, has that failure been due to a lack of interest and administrative delays?	____	____
c. In your opinion, should the next school budget reallocate funds, personnel and resources to eliminate inequalities between schools?	____	____

	YES	NO
4. Do you think that curriculum changes are needed in the D.C. schools?	____	____
a. If so, would you use these methods to bring about curriculum change?		
Experimental programs	____	____
Teacher training	____	____
Firing personnel	____	____
Firing the superintendent	____	____
System-wide changes	____	____
b. If so, should these be objectives of curriculum change:		
Improved reading, writing, etc.	____	____
Improved thinking and doing	____	____
Solving urban problems	____	____
Eliminating racism	____	____
Efficient administration	____	____
5. In your opinion, does the school system need more money?	____	____
a. If so, will you:		
1. Secure authority to raise funds by a local taxation law?	____	____
2. Secure federal and foundation grants	____	____
3. Bring pressure on the D.C. government for a larger budget	____	____
4. Force Congress to grant the requested amount even if it means using civil disobedience?	____	____
6. When schools are overcrowded or children have to walk long distances, will you vote to use nonschool facilities such as store front buildings, neighborhood centers, apartment houses, etc., for school activities?	____	____
a. If so, would you advocate policies that maintain quality education under a decentralized plan of education?	____	____

	YES	NO
b. If so, will you work for better facilities for all D.C. students?	____	____
7. In your opinion, are most of the present teachers inadequately prepared for their jobs?	____	____
a. If so, will you use these methods to get better teachers?		
Inservice education and training	____	____
Recruitment	____	____
Reassignment of duties	____	____
Firing incompetent teachers and administrative personnel	____	____
b. If so, will you use the following groups to determine the competence of teachers?		
Teachers Unions	____	____
Special advisory groups	____	____
Parents	____	____
Students	____	____
8. Which of the following factors are responsible for the failures of large numbers of D.C. students in school?		
a. Their home lives, parents and environment	____	____
b. Students' lack of motivation and achievement	____	____
c. The school system	____	____

Issue two: COMMUNITY INVOLVEMENT -- PARTICIPATION OR CONTROL?

One of the most important issues in urban education concerns the nature of community involvement in the administration of schools. This issue is being debated and, in some cases, fought about in the nation's major metropolitan areas.

Some people take the position that education must be provided by those with professional training and that the community should only advise. Other persons take the position that communities should control their schools and that the professionals should carry out programs that meet the objectives as determined by the community.

The following questions will help you decide where each candidate stands on community involvement.

Questions	Answers: YES	Answers: NO
1. Do you favor full and complete disclosure of Board actions to the public?	____	____
2. Will you see to it that such information is presented in a form that is understandable to D.C. parents, citizens and students?	____	____
3. Will you arrange for regular reports on Board actions and school problems to the members of (this organization) and citizens of the District?	____	____
4. If a parent or student complains that a principal, teacher or member of the school system treated him unfairly, will you give the matter your personal attention?	____	____
5. Will you regularly seek advice from community residents on all major school matters?	____	____
6. Do you favor community schools?	____	____
7. Do you support keeping school open the year around to meet community needs?	____	____
8. Will you work to get home rule in the District of Columbia?	____	____
9. Will you fight Congress and the Executive ~~Board~~ Branch for control of the D.C. schools by D.C. citizens?	____	____
10. Will you initiate policies to establish Community Boards for the District Schools?	____	____
11. If there were a community board, would you want it to have the power to hire and fire school personnel?	____	____

	YES	NO
12. If the community became dissatisfied with your performance in office and asked for your resignation, would you resign?	____	____
13. If the establishment advises against community control, would you work to pass policies to grant community control in the face of pressure from powerful critics?	____	____

Issue three: RELATIONSHIPS BETWEEN SCHOOLS AND THE BLACK COMMUNITY

Approximately two-thirds of the citizens of the District and almost 100 percent of the students in the D.C. schools are black. These persons have and continue to suffer from the racism of the nation. Some people maintain that the failure of the D.C. schools is due more to the racism of the persons who control the system than to failures of instructional know-how. In response to these conditions, many blacks are opposing the school system by means of drop outs, boycotts and court cases. If elected to the Board of Education, how will each candidate work to ensure a favorable relationship between the schools and the black community?

Questions	Answers YES	Answers NO
1. In your opinion, does racism exist in the D.C. schools?	____	____
a. If so, do you think it is possible to enforce policies to eliminate it?	____	____
b. If so, can it be eliminated immediately?	____	____
c. If so, does eliminating racism mean making changes in curriculum?	____	____
d. If firing existing personnel were required to eliminate racism, would you vote to fire them?	____	____
e. If necessary, would you make changes in the top administrative staff to eliminate racism?	____	____

	YES	NO
f. Would you let students and parents have a voice in determining the best means to eliminate racism?	____	____
2. To make the D.C. schools more relevant to the needs of the black community:		
a. Would you include black history and studies in the curriculum at all levels?	____	____
b. Would you increase the number of blacks working in the schools?	____	____
c. Would you assign black principals to black schools?	____	____
3. In your opinion, which of the following statements best represents attitudes within the black community toward the school system? (Check one answer)		
a. The schools are doing their best against circumstances beyond their control.	____	____
b. We are going to have equal quality education or equal chaos.	____	____
c. Education for our children can be improved if the present system could be made more effective.	____	____
d. Schools run by white people for black children will never meet the needs of the black community.	____	____

Issue four: CANDIDATES' QUALIFICATIONS

Some parents will want a person elected to the Board of Education who has children in the school system and who understands the parent's point of view. Other citizens will want board members with records of trying to get change in the system, and still others will desire candidates who have had experience in business or institutional management.

In discussing with the candidate his personal qualifications for the office, special attention can be given to questions such as:

1. Does he intend to do what you feel should be done, as shown by his answers to questions on other issues?

2. What has he done before running for the election to show that he has an interest in solving education problems and in meeting your children's needs?

3. What has he done to demonstrate that he has the courage to work with or against powerful interests to achieve high quality education?

4. How will he demonstrate his commitment to get the job done?

5. Within what period of time does he hope to show reasonable progress?

This questionnaire is provided as a community service by the Washington Institute for Quality Education (WIQE). WIQE is a nonprofit association of persons who have had a long standing and professional interest in better education for every child in the D.C. public schools.

Its members believe that education is one of the most important forces for individual and community development and that the D.C. schools need the leadership and participation of the people to bring about quality education for all children.

Members include men and women, black and white, whose sole interest is a desire for effective, lasting change in the public school system of Washington.

The ideas for this pamphlet were developed at the August WIQE conference. The Board of Directors include: Mrs. Tina Lower, Chairman, Warren W. Morse, Dr. Bertrand Phillips, Rev. Henri A.Steins, Julius W. Hobson, James A. Washington, Jr., Rev. William A. Wendt.

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Julius W. Hobson

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Education : Studied Economics at Howard and American Universities

Family : One daughter in D.C. elementary school; one son in college

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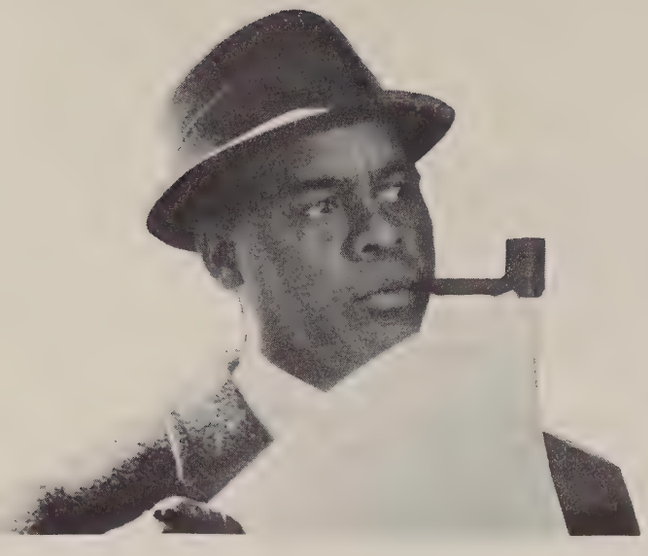

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file

SESSION FIFTY-EIGHT

of the

BUSINESS COUNCIL FOR INTERNATIONAL UNDERSTANDING-AMERICAN UNIVERSITY PROGRAM

*

Monday, July 21

9:00-10:30 a.m.

"Who is the American?"
Professor Whittle Johnston
School of International Service, The American University

(Professor Johnston discusses the sources from which the American derives in order to assist the overseas-bound American to understand who he is -- and what his culture represents.)

11:00-12:30

"The United States in the World Today"
Professor Abdul A. Said
School of International Service, The American University

(Professor Said surveys the state of America's multi-sided relationship with the rest of the world in order to provide a perspective for the overseas American's own foreign assignment.)

1:30-4:45 p.m.

"Adaptation to Thought Patterns of Other Cultures"
Dr. Paul Kimmel
Development Education and Training Research Institute
The American University

(Dr. Kimmel discusses problems of adapting to the thought patterns of other peoples' cultures. Emphasis is on understanding how such cultures often view various phenomena differently from Americans -- and how to relate to such viewpoints.)

Tuesday, July 22

9:00-10:30 a.m.

"Semantics of Socialism and Capitalism"
Professor Ralph K. White
Department of Psychology, The George Washington University

(Professor White treats the meanings of the concepts "socialism" and "capitalism" -- and discusses with the participants problems of communicating in terms of these concepts overseas.)

11:00-12:30

"Student Dissent -- in America and the World"
Dr. Thomas Reeves, Executive Secretary
Committee to Repeal the Draft

(Dr. Reeves looks at the contemporary phenomenon of student dissent in the United States -- from the twin perspectives of helping the overseas-bound businessman to understand a topic about which he will probably be much questioned and of aiding him to understand another point of view within his own society.)

1:30-3:00 p.m.

"The Black Protest Movement in the United States"
Mr. Julius Hobson, Project Director
Washington Institute for Quality Education

(Mr. Hobson, a well-known Washington political leader and author, seeks to provide a factual framework for understanding the what, how, and why of the contemporary black protest movement in the United States today.)

3:15-4:45 p.m.

"Language and Communication"
Mr. James Bostain
Foreign Service Institute, Washington, D. C.

(Mr. Bostain deals with problems of language in communicating across cultural boundaries -- including "unspoken languages").

6:30 p.m.

Wine and Cheese Party
At the home of Professor and Mrs. Richard Butwell
8221 Lilly Stone Drive
Bethesda, Maryland

Wednesday, July 23

9:00-10:30 a.m.

"Discussing Vietnam"
Richard Butwell, Director
BCIU-American University Program

(Professor Butwell, author of various books on Southeast Asia, looks at different ways of perceiving -- and, so, discussing -- America's single most important foreign policy problem.)

11:00-12:30

"Status and Role Concepts"
Professor James Mosel
Department of Psychology, The George Washington University

(Professor Mosel discusses two useful concepts for helping the overseas businessman to locate himself -- and others -- in the new environment in which he will soon find himself.)

1:30-3:00 p.m.

"Across Cultures"

(The ranking available businessman, government official, or educator from another culture-area will meet with the participants for a free-wheeling exchange about their respective life-styles.)

3:15-4:45 p.m.

"Why is it different to do Business Abroad?"
Dr. Radboud Beukenkamp
Foreign Agricultural Service, Department of Agriculture

(Dr. Beukenkamp discusses problems of doing business in other countries -- problems that derive in part from different cultures, different interests, and such.)

Thursday, July 24

9:00-12:30

"The American Businessman Abroad"

(Professor Abdul Said moderates a roundtable discussion by the participants -- and invited guests from the countries to which they will be proceeding respecting reactions to the presence of U.S. business, and American businessmen, in these lands.)

1:30-3:00 p.m.

"Raising Children Abroad"
Dr. Sidney Werkman
Medical Center
University of Colorado

(Dr. Werkman examines a variety of problems faced by children -- which also effect other members of their families -- in their new environments.)

3:15-4:45 p.m.

"The American Family Overseas"
Mrs. Virginia McHenry
Women's Coordinator, BCIU-American University Program

(Mrs. McHenry discusses the adjustment of family living patterns -- not least of all that of the wife -- to the requirements of a foreign assignment. Particularly emphasized is family entrance into the life of the community abroad.)

Friday, July 25

9:00-10:30 a.m.

"The American Image Abroad"
Dr. Robert A. Bauer
Director, U.S. Government Foreign Correspondents Center

(Dr. Bauer discusses how the United States -- and Americans are perceived abroad, comparing stereotyped, sometimes imaginery ideas of the foreign view of the U.S. with a description and anlysis of the real perception.)

11:00-12:30

"Answering the Critic"
Dr. Robert A. Bauer

(Dr. Bauer reviews some of the questions most commonly asked of the overseas American -- and suggests the range of answers to such questions. The questions are discussed with the particpants -- and the various possible answers critically reviewed.)

1:30-3:00 p.m.	"Profile of the Critical Foreigner" Dr. Ernest W. Lefever The Brookings Institution, Washington, D. C. (Dr. Lefever analyzes the categories of critics likely to be encountered by the American overseas.)
3:15-4:45 p.m.	"From Where I Sit" Dr. James Jose, Associate Dean School of International Service, The American University

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SECOND WEEK

The program for the second week -- which focuses wholly on the areas to which the participants will be proceeding -- will be separately distributed. The details of the second week's schedule will be reviewed with the participants Monday of the first week -- to make sure that it is sufficiently individually tailored and reflects their anticipated needs as much as possible.

Luncheons for participating wives with residents of the countries to which they will be proceeding -- both nationals and Americans -- will be held Tuesday and Thursday noons of the second week.

DISTRICT OF COLUMBIA CITIZENS

BULLETIN BOARD

FOR BETTER PUBLIC EDUCATION, INC.

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This issue of the Bulletin Board includes a special report by DCCBPE volunteer Sally Pitofsky on open classrooms in the District's schools. Her report is based on several months of reading, observations of such classrooms and interviews with parents and teachers. Mrs. Pitofsky is a former public school teacher and the mother of two children in the city's public schools.

OPEN CLASSROOMS: WILL THE PENDULUM SWING TOO FAR?

By Sally Pitofsky

"Open classroom. . .informal education. . .open corridor": these are current American-style tags that refer to innovations in elementary school teaching which have met with notable success in Great Britain.

Based largely on the findings of the Swiss psychologist Jean Piaget about the way children grow and learn, the British Infant School concept appears to be losing something in translation, and has met with a less than enthusiastic reception within Washington's educational establishment.

Last spring, while I was observing "open classrooms" in the District schools, an article in the Washington Evening Star said in part:

> "The open classroom or informal education approach, which is gaining support from most of the nation's major school systems, has only a tenuous toehold in the District.
>
> About a dozen teachers in both affluent and low income schools are using the open classroom technique. A number of other teachers are experimenting with a limited informal approach.
>
> In an open classroom. . .instead of set lessons given at specified times to the whole class, learning centers are set up around a

(OPEN CLASSROOMS, Continued page 5)

THE 1971 WRIGHT DECISION: COMMENT ON COMPLIANCE

By Louise Malone

On May 25, 1971, the U.S. District Court ordered the D.C. public schools to equalize teacher expenditures in the elementary schools. The effect of the order was to force the schools to end discrimination against some children in the distribution of resources, which the system had in fact, though not so specifically, been ordered to do in 1967.

During the litigation, which was spread over more than a year, the school system did not present to the Court any plan of its own for equalizing school-by-school expenditures; it merely persisted in trying to defend itself. The plaintiffs had asked, as relief, for an equalization of all expenditures within a range of 5% of the city-wide mean. The Court accepted the argument of the schools that some expenditures—overhead, maintenance etc.—may not have a direct relationship to educational benefit to children; but in the absence of a school plan, the Court limited its equalization order to the one expenditure which the system had indicated, by its own policies, has a relationship to helping children learn—expenditures for teachers' salaries, including longevity pay which presumably rewards teacher experience.

Compliance Options

The schools chose to comply with the order as written, ignoring the invitation by the Court to develop "specific, measurable and educationally justifiable plans" which would "overcome the effects of past discrimination" and which the Court would accept as a substitute for its orders.

At a meeting on June 9, 1971, the Board directed the Superintendent to "prepare alternative plans for compliance with the Court order for Board approval, including a statement regarding estimated cost for consulting, computer, and other services needed for preparation of such plans for

compliance." A study of the report to the Court (Report of October 1, 1971 to the U.S. District Court, as required by the decision) indicates that neither the Superintendent nor the Board considered any plan for compliance other than computerized teacher transfers.

How Did the Board Comply?

The responsibility for the decisions on compliance must be shared by the Board and the Superintendent, since no division of that responsibility has been made public. Three basic decisions were made: (1) to equalize teacher expenditures per pupil by October 1, 1971 as the Court ordered; (2) to comply solely by transferring teachers without any additional teacher expenditures; and (3) to effect these transfers "objectively," that is, without any evaluation of teaching strengths or weaknesses at any school which could be met by subtraction or addition of particular teaching skills.

In making these decisions, and in choosing the guidelines presented to the computer consultants, the Board demonstrated an unwillingness to make educational decisions, or to demand educational decisions from the administration, which might be challenged on political or administrative grounds. As a result, teacher dollars are distributed more evenly throughout the city, but there may be more educational and morale damage than benefit.

The administration claims with pride, "Less than 300 teachers" were transferred. (Report to the Court, October 1, 1971). Although we accept the argument that more transfers would have been worse, we think that a transfer of 10% of the teaching force is very disruptive. Further, by deciding that the transfers must be "objective" in order to avoid charges of favoritism, the system in effect said to its principals, teachers, and children that all teachers are alike, all are equally effective in any situation, all principals and schools are alike, and all children's needs are interchangeable. We do not accept these basic assumptions, and therefore are convinced that this compliance has been destructive to sound educational programs. See D.C. Citizens *Bulletin Board,* August, 1971 for our proposed compliance plan.

Complex Decisions Underlying the Transfers

The technicaliy competent and conscientious computer consultants retained by the administration presented the Board with a series of difficult and complicated decisions. Criteria had to be determined and ranked by priority as the bases for the transfers. The Board, hard-pressed for time and unused to the detail and specificity of the decisions to be made, made a series of choices which resulted in their identifying and weighting three principal factors: teacher experience, teacher tenure in their present building, and teacher travel time.

The Board originally decided that "to the extent consistent with other criteria, the plan selected should attempt to reassign teachers with the greatest experience first." (Report to the Court.) (Because these teachers are the highest paid, this would result in relatively fewer transfers.) However, when the Board subsequently decided to give the heaviest weighting to number of years in the building, the Board put into operation a conflicting factor. Generally, teachers with the longest experience also have the longest tenure in their present building. The result was that the most experienced teachers were the least likely to be transferred.

We do not claim that it would have been less disruptive to move only the most experienced teachers, nor even the most beneficial. We are saying that the decision to comply by transferring teachers on the basis of non-educational factors could not, and did not, result in educational benefits to children.

The Report to the Court

There has been no report to the public as yet on the transfers and their effect. D.C. Citizens has obtained a copy of the report to the Court. It has limited value for the citizen who is seeking information about a particular school and how it may have been affected by the equalization.

1. Projected and actual enrollments.—The report is referred to as a "plan" since the transfers had to be made before school opened in order to comply by October 1, and therefore had to be based on projected enrollments. The transfers were actually made, however, which means that the "plan" was put into operation. This presented problems at schools for which projections were off by even a few students. More teachers were transferred, or teachers who had been transferred were transferred again, after the count of students was made on October 21. There has been no report of the number of these transfers or of how they were made.

2. Appeals of transfers.—Of the "less than 300 teachers" who were transferred, more than half appealed the assignment.

The report states (on page 4) that there were 150 personal appeals and 5 educational appeals, made by principals, and that "47 personal appeals and two educational appeals" were honored. On page 59, the report says "50 of 127 personal hardship appeals and four of five educational appeals were granted in whole or in part." (There is no explanation for this discrepancy in our copy of the report. It may have been corrected in the copy sent to the Court.) The educational appeals were granted "in part" because the basis established for granting such appeals was the destruction

(**OPEN CLASSROOMS**, *cont. from page 1*)

room. Children generally have a 'free choice' in deciding what they want to learn and for what length of time. . .

'The direction of open classrooms is quite compatible with the growth and development of young children, but it is inconsistent with the cognitive stress we are giving to mathematics and reading in the Academic Achievement Program,' said Dr. James T. Guines, the District's associate superintendent for instruction. . . .

Guines said the concept here probably will be largely a phenomenon of middle-class schools."

My observations led me to conclude:

1.) this resistance is based on popular misconceptions of the British methods—perpetrated in part by American writers on educational reform who suggest that left to themselves children will learn reading, writing, arithmetic, and what-have-you as naturally as they learn to walk and talk, and:

2.) however we label some of the new teaching methods I observed, they may prove irresistable to those who want to teach children not only basic skills, but also how to learn and think for themselves.

There is no pat definition or formula for an open classroom because it evolves from a particular teacher's individual style and her relationship with the individuals in her class. Yet there are certain similarities among the classrooms I visited.

The initial impression is of a busy, colorful workshop. Movable desks and tables are arranged to accomodate large and small group projects. Attractive learning centers—where all the available resources for a particular project (science, reading, math, art, sewing, bookmaking, history, etc.) are concentrated— are located invitingly around the room.

Instead of limiting her students to one basic textbook in science, for example, the teacher "opens" or broadens the environment to include every interesting item—from rock and leaf collections to a scrapbook record of the Apollo flights—that motivate children to increased awareness and understanding of the physical world. Often their investigations take them out of the classroom.

There is always a library corner, usually consisting of a rug remnant partially surrounded by open shelves that display books on a wide variety of topics and on varying levels of reading comprehension.

Some children work on the floor, undisturbed by the bustling activity that surrounds them: in a combination 5th-6th grade class a boy sculpts a head of prehistoric Solo man that bears an excellent likeness to the one in the encyclopedia lying open beside him. In another room, a group of second graders draw the outline of a classmate on brown paper, measure the silhouette in inches, and then convert the measurement to feet. At the same time, other pupils in this room are playing games designed to increase proficiency in math, phonics, reading, concentration or memory.

The teacher's desk is not immediately conspicuous. It serves mainly as storage for supplies since the teacher moves around too much to use it otherwise. Unlike the traditional teacher who dispenses wisdom from a strategic front-and-center location, this teacher is more of a director, seizing the right moment to introduce new ideas and materials, encouraging the exchange of ideas among the children.

In the 5th-6th grade class, through group discussions, and with the teacher's guidance, the pupils drew up a working outline for social studies from prehistoric man to the current teen-age drug problem. The teacher said she could have made arbitrary assignments covering the same areas but the children would have missed the added values of learning to organize material and set goals.

During the period I was observing these classrooms, I also attended several parent-teacher forums on informal education. Throughout the city, parents are asking the same questions:

1.) How can a teacher maintain discipline if children are freely moving around as they work on individual projects"?

Some of the teachers I visited operate—or have in the past operated—in a not too friendly atmosphere viewed with suspicion by principals and fellow teachers who see relaxed behavior codes as a threat to school discipline.

One of the most surprising features of the open classrooms I saw was the absence of behavior problems. (And these rooms included one class with enrollment on a voluntary basis, which consisted in part of children viewed by other teachers as "problems.")

Occasionally a teacher had to remind someone that he was disregarding the rule that the class had agreed on—to talk in tones that would not disturb others—but in general, every child was actively involved in some project and, therefore, had no reason to call attention to himself by disruptive behavior. It seemed to me that the noise level in the classes was rarely distracting, and did not vary with the teacher's movements. As I watched the children playing learning games, making flashlights, or reading to each other, their comments and exchange of information seemed natural and productive.

2.) "Doesn't the open classroom work best for highly motivated or middle-class students"?

Item: Four boys, without supervision, are playing a game the teacher has devised called "Can You Go To The Head of the Class?" A piece of cardboard is divided into spaces numbered one to one-hundred and arranged on grade levels 1-10. After each rolls a pair of dice, he can move his marker the indicated number of spaces if he can answer correctly the next arithmetic problem that comes up in a pack of index cards—and explain satisfactorily his answer to the others. There is lively discussion, a quick consultation with the teacher, an occasional grumble ("He gets all the easy ones; I get all the take-aways"), and a lot of arithmetic is painlessly absorbed.

Item: Four children are working individually on sets of arthmetic problems; as they finish, they check their answers by the answer sheet. One boy says to another who is obviously having trouble: "Man, that's easy—any kindergartener knows that!" There is talk about adding and subtracting and the difference between them, and suddenly the boy (who is a repeater) sees the light. Bouyed by success and his friend's revised opinion ("Man, you're great!"), he refuses to leave the table for recess and sits there until he correctly finishes every problem.

Item: In the library corner, a second-grade girl is "hearing" a story about a dog named Tip. Her job is to correct his mis-pronunciations and write those words on index cards for later review. She does so with just the right amount of grace and authority.

These pupils, who performed as highly motivated middle-class pupils are expected to do, were, in fact, the 25 members of an inner-city, second-grade class. Half were from families on welfare; several came from broken homes.

3.) "Are the open-classroom techniques inconsistent with the Academic Achievement Program"?

This concern stems from the misconception that the open classroom is a free-for-all where children decide "what they want to learn and for what length of time."

This is not an accurate description of the British Infant Schools where these methods have been equally successful in poor and middle-class neighborhoods.

Although they are not structured in the traditional ways, they *are* tightly structured in terms of individual needs and abilities. The teacher initially establishes a relationship with each child by conferring with parents of guardians, not only to learn more about his strengths and weaknesses but also to explain her aims and enlist their cooperation. She determines, through various diagnostic techniques, the child's skills and knowledge in specific areas and observes his work habits to find out which children require more supervision than others. Throughout, she keeps detailed records of each child's progress.

The inner-city teacher whose classroom I have described above sees no inconsistency between her methods and the goals of the Academic Achievement Program. Her goal, as she sees it, is to "provide children with interesting things that will enable them to go where I want them to go."

She is willing to prepare them for whatever tests her administrators deem necessary; but she hopes, while she's at it, to give each child much more—a sense of pride and self respect, a desire to learn all he can, the tools to help him develop the independence and judgement he will need to make intelligent choices.

She organizes her teaching in these ways:

1. Small group instruction where she gathers children on no more than three different ability levels to teach specific skills.
2. Large group instruction and drill for work that all can grasp together.
3. Individual conferences—one every two days for each child, in which the teacher and pupil can discuss where he is and where he goes from there.

While the teacher confers with one individual, the other children work independendently. (She of course is always available for consultation.) She has arranged several activities for her pupils: Games, Bookmaking, Reading Skills, Art, Math, Library Center, Listening Center (using earphones to hear a recorded story while following the written text) and Observer. Only a handful of children had signed up for the role of Observer after the first two months of school, and even they could not resist getting involved halfway through the work period. On the day that I observed the class, an apprentice teacher from Federal City College worked with individuals on specific problems.

Within each learning center, the teacher has organized the material and prepared guidelines so that the child knows where to begin and how to follow through on his project. It soon became apparent that in this set-up, the child who is not participating stands out like a sore thumb—signalling his need for special attention. On the other hand, in a rigid, traditional classroom, a child can daydream for an entire semester with only a series of test failures to indicate his presence. If a child ignores certain areas, the teacher discusses this with him in conference, and guides him into neglected learning centers.

4.) "Doesn't all this require an exceptional teacher"?

Aside from knowing her subject matter, she must be constantly attuned to the needs and inter-

of an educational program: only the "leader of an innovative program" was to be granted an appeal. (page 58 of the Report.)

Programs which have been planned for a particular school by a principal and teachers often make the real difference in the effectiveness and morale of a school. Teachers trained for open-space designed schools, for example, probably can teach effectively, though less enthusiastically, in a non-open space building. Open classroom teachers are not inter-changeable parts of a machine. The school administration destroys initiative and morale by assigning teachers without regard to such special training. It has used funds to train teachers for a particular setting and then made no use of that training, a gross mis-use of funds. Here again, the system seemed averse to making decisions based on children's educational needs.

3. Assignment of special teachers.—The report states that subject-matter department directors made manual reassignments of special subject teachers (reading, math, music, art etc.) before large-scale transfers were effected "because assignment of special subject teachers requires complex educational judgements in the subject area." (Page 45 of the Report.) It states that "careful attention was paid not merely to the dollar figures each teacher carried but also to the educational needs of the children involved."

There is no evidence in the Report nor in what we have been able to learn of special teacher assignments that in fact any such judgments were made. The Report shows only that *expenditures* for special subject teachers have been evenly distributed by geographic areas in the city in direct relation to the number of children in the schools in each area.

This distribution of dollars may be an improvement over the former pattern which found a school of 600 children west of the Park with 5 special subject teachers, while a school of 1800 in Anacostia had but 2. But a percentage distribution of teacher expenditures, or even of numbers of teachers, does not assure that special subject teachers are assigned in accordance with needs. To do this needs have to be defined school-by-school, and teacher skills matched to them.

For example, the Anacostia schools were allotted increased expenditures for teachers of language arts and reading (as well as other subjects), but lost math and science dollars. Center city schools lost language arts dollars. The Model Schools' dollars for reading teachers were cut deeply but they were given more dollars in language arts and science. We are not told whether the increased dollars represent more teachers or higher-paid teachers, but to merely match percentages does not say to us that anyone decided or even asked if a particular center city school needed or wanted more art or science teachers, or would like to have kept their language arts teachers, or if the extra math dollars in Anacostia schools were meeting needs of children better than additional dollars in language arts or reading.

Further, the fragmentation of special subject teachers which resulted from the re-distribution, (many teachers are spending as little as 20 minutes a day in large elementary school buildings), is meeting very few "educational needs."

It is obvious that the administration must examine the pattern of staffing the elementary schools, as we suggested in our study, "Financing the D.C. Public Schools."

4. Total Expenditures by Schools.—The total expenditure chart at the end of the Report (Appendix A, Table A-5) raises serious questions about the allocation of Federal funds. The chart shows that some schools are receiving over $800 per pupil in Title I money, while other Title I schools receive less than $200. Some of this may be explained by the system's apparently still unsolved school-by-school accounting problems, but no explanation is given. Also without explanation, schools west of the Park are listed as receiving Impact Aid and "other funds." Some of these other funds can undoubtedly be educationally explained in terms of special programs, but some are being used to provide classroom teachers in schools which were left understaffed because of the way in which the equalization was done. This seems to us to be a contradiction of the intent of the Court order.

What Could Have Been Done

The Board and the administration could have chosen to equalize on the basis of educational considerations. All readily transferable personnel could have been identified by skills: classroom teachers who had requested transfers last spring; special subject teachers; supervisory and other central office instructional personnel who by definition should be master or resource teachers; the new teachers (up to 300) which the Board voted to hire at its August meeting.

These personnel could have been assigned to the low expenditure schools, in consultation with the principals of the individual schools. The assignments could hardly have failed to meet the needs of those schools better than the computer selection based entirely on salary.

At this point, the computer could have done the mathematical figuring of the standing of each school in relation to the newly figured mean. It is probable that some schools would still be above the range allowed by the Court, and some below. The educational needs of those schools could then have been examined. With a plan in hand, indicating the intention to *educationally* boost the low-expenditure schools, the Board would have

had a basis for asking the Court for a specific modification of the order: (1) inclusion of a broader range of variation from the mean, based on educational needs, (2) a later reporting date to allow the relatively few transfers which would be needed to be made only once, on the basis of actual enrollments, and in accordance with the regular personnel and union rules, just as they are any year when enrollments are not exactly as projected.

What Must Be Done Now

Assuming that the schools are now in compliance, what happens next year? Next fall, a variation of 5% in enrollment (as few as 50 students even in larger schools, or only 10 in smaller schools) particularly if combined with a certain combination of teacher salary increases, would put a school out of compliance. Does the administration plan to select teachers for transfer each year?

We suggest that the Board and the administration must take three types of action:

1) prepare for the schools and the community an evaluative report on this year's compliance:

—how many teachers were asked to transfer in the original plan?

—how many of those teachers resigned? or asked for leave?

—how many were transferred after the October 21 count?

—how many are in grade assignments other than that of their main training or experience? (The computer plan made every effort to avoid such assignments but some have occurred; it is important to know how many.)

—what is the actual distribution of special subject teachers? How many teaching each subject are in each elementary school, by schools?

—how many teachers transferred had received special training? What training? How many of those are using their special training in their new assignment?

—what do transferred teachers report about their new assignments?

—what do principals report about the effect of the transfers on their school?

—what was the total cost of implementing the compliance plan compared to the original estimate?

2) prepare for the Court a request for a wider range of compliance to add more stability to staffing patterns in each school, and to remove the element of panic and uncertainty now in the minds of principals and teachers. They should also request that other educational resources (para-professionals, tutors, teaching materials) be included in the expenditures, again to add flexibility and stability to annual school planning.

3) develop a meaningful form of reporting school-by-school expenditures and statistics, so that the community can readily know the actual distribution of resources, one of the benefits the public had hoped to gain from the Court decision. Such a report is essential if the school community (principal, teachers and parents) is to be involved in determining school needs.

4) establish a plan for staffing the elementary schools which will involve principals, teachers. and parents in the decision-making and be based on the needs of the individual schools. The D.C. Public Schools will not begin to solve their problems until they start to match resources with actual needs. These needs can be known and measured best at the school level, not at the central office level. Principals, with an appropriate staff and parent consultation mechanism, and with professional assistance from appropriate central office personnel, must be given the responsibility to define and select their staff.

The Board has made an important decision in directing the Superintendent to prepare recommendations for development of a differentiated staffing plan. (Board Meeting, June 9, 1971. Also see D.C. Citizens *Bulletin Board,* December, 1970.) One element of differentiated staffing is a change from a teacher pay scale based on longevity and academic courses to pay based on the teacher's role and competency. A pattern of staffing is worked out for each school, related to its defined needs.

The administration has hired consultants to prepare such a plan. However, differentiated staffing is a change which will not be effected over-night. It is a complicated concept, involving many political as well as administrative problems. In addition, of itself it does not assure equalization of resources. It does provide a different way to measure one of the resources—teacher pay. The school administration would be wise to begin now to think in terms of individual school needs, and a mechanism for determining them.

In the meantime, principals and staff need to be reassured that there will not be another computerized transfer of teachers next year; that assignments of all staff will be based on educational factors; that teachers do not need to spend every year in a state of suspended animation, reluctant to develop programs and relationships in one school only to find that they will be arbitrarily sent to another.

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William H. Thomas, President
Nancy Harrison, Executive Director
Mary Hunter, Editor

ests of her students so that she can seize the most advantageous moments to introduce new learning experiences. She must be industrious enough to ferret out the filmstrip viewer or phonograph collecting dust on custodial shelves or the magazines her friends and relatives would have discarded. When there are no funds to buy learning games, she must be imaginative enough to devise her own.

Obviously, the methods of the open classroom and the demands they make on the teacher are not for everyone. In the hands of a less than skillful teacher, a flexible classroom could lead to chaos, and even the most ardent advocates of informal education agree that some teachers are highly effective with traditional techniques. However, more and more teachers recognize the futility of trying to teach the same lesson at the same time to 20 or 30 children of widely varying abilities and backgrounds.

This past summer, the Innovation Team, in cooperation with Beauvoir elementary school, sponsored, at Beauvoir, its second annual training institute for teachers interested in learning more about informal education. Funded by private foundations and a federal grant to the District's public schools, the workshop this year accomodated approximately 70 participants—a mixed group of new and veteran techers from public and private schools in the Washington area. Few—especially among the more experienced teachers—expect to change their styles overnight. One teacher told me that she introduces new arrangements and methods one by one as she feels comfortable with them. With each success, she finds teaching so much more rewarding that she could never revert to the formulas she learned in teachers' college.

There is one situation that raises questions rather than answers them. The open classroom in America today comes in two different styles. One is the highly structured type I have described. The other, the one that most people seem to associate with the term "open classroom" is viewed by many as a replay of the ill-fated "progressive education" of the 1930's.

A 4th-5th-6th grade combination in one of the District's more affluent neighborhoods is taught by a teacher who has cultivated a warm relationship based on mutual respect with her pupils. The students are well-behaved and courteous to each other; the atmosphere is reminiscent of a cozy scout den. This teacher believes that children are naturally curious and that if the emotional blocks that inhibit learning are overcome, the academics will come as a matter of course. She does not present the three R's as the only important aspects of learning, she stresses art and handicrafts as well. She gives no tests and discourages each child from measuring his expertise against that of another. She considers as her primary goals: to help each child develop his own intellectual potential, to gain the self confidence he needs to withstand the complex pressures on children today, and to instill in him a genuine concern for others.

A random survey of parents of her pupils revealed a widespread satisfaction wtih the social and emotional growth they had observed in their children during the year. They liked to go to school and often remained past school hours. They took personal pride in such class projects as the play they wrote and produced and in the fact that the teacher sat with the audience during the performance.

This teacher and others who share her philosophy have made valuable contributions to our search for alternatives to the repressive techniques that dull the appetites for learning in far too many of our classrooms. But we do our children a grave disservice if we suggest that learning is all fun. It is more often hard lonely work that requires exact tools. To help children acquire these tools—the ability to analyze, abstract, reason, and carry out research as well as the basic skills and a knowledge of man's history—is the primary challenge of our schools.

The open classroom will not cure all our educational ills; to expect that it will is to invite failure. The progress it has taken the British over 20 years to achieve will not be ours overnight. Success will be directly related to the dedication and' talents of individual teachers. At the present time, with the limited budgets that keep our schools overcrowded, understaffed, and poorly equipped, we can expect no more than a handful of teachers to make the necessary commitments that informal education demands.

Ironically enough, the unwillingness of Washington's educational establishment to embrace the open classroom without reservation may prove all to its good. To try to legislate this kind of teaching will prove disastrous. However there can be no doubt that the skillful teacher who is willing to extend herself in this direction deserves, at the very least, the "open" minds of parents, administrators, and other teachers and—more hopefully—their active encouragement and support.

. . . .WHY NOT. . . . ?

WHY NOT. . ." will appear from time to time in the Bulletin Board—it will be devoted to some random thoughts about policies or programs or ideas that we think might be useful to the D.C. public school system.

Vandalism such as the recent case at Draper is a tragic event. . .at any time, but especially so when a school has to be closed because of this act. Instead of closing the school, WHY NOT involve the pupils in cleaning up the mess? Several

things might be accomplished by this: (1) having to help remove the debris and put things back together will reinforce the pupils' sense of "belonging to their school;" (2) they will quickly see that someone has to pay for anti-social behavior; and (3) that much hard work might make them put a little pressure on their peers to keep this sort of thing from happening again. As matters stand now, the only lesson the Draper pupils learned is that if enough damage can be done, the children get a surprise holiday and the teachers clean up the mess.

Editor's note: The following paragraph appeared in the Nov. 15, 1971 issue of the D.C. Gazette. In reprinting editor Sam Smith's words, we add a hearty AMEN.

"Hugh Scott had better start producing or all the friendly words from recent School Board candidates are going to evaporate. The refusal of progressive candidates to criticize Scott was based on two considerations: (1) not wanting to give ammunition to Anita Allen who was going after Scott, and (2) not wanting to precipitate another crisis over the school superintendency that would discourage a worthy successor from applying for the job. Still, Scott has been a disappointment to many and he will be under new pressure to shape up."

WHAT'S GOING ON HERE

Because of the elections and the school system's latest efforts to implement court orders, DCCBPE officers, staff and volunteers have been busy with public appearances and radio and television interviews. President *William H. Thomas* and executive committee member *Carmen-Lydia Felices* and staff member *Mary Hunter* spoke to civic groups and on radio about the issues in the election and the urgent need for citizens to vote. Mary also talked to the Junior League about education in Washington. Volunteer *Susan Crowley* arranged for spot announcements on radio and television on the school board election.

Staff members *Louise Malone* and *Mary Broad* have been interviewed and consulted frequently about their report on the Wright decision, published in the August newsletter, and their fiscal study of the public schools. Louise also served as a consultant on school finances at a day-long workshop sponsored by the Metropolitan Ecumenical Training Council.

Mary Broad is spending the major portion of her time these days as a program development specialist, supervising the on-going evaluation of many aspects of the Teacher Corps-Portal Schools program. The program is an effort by the Teacher Corps to use existing schools to train teachers to work in inner-city schools, with the emphasis on goal-oriented individualized instruction. Under the terms of a contract between the D.C. public schools and DCCBPE, Mary's job is evaluate the impact of the Portal Schools on the local school system, the local teacher education institutions, and on the students and community.

DCCBPE TESTIMONY CALLS FOR MORE POWER FOR DC SCHOOLS

Mrs. Gilbert A. Harrison, DCCBPE executive director said that "Congress should allow the public school system more authority and flexibility in decision making," in a recent statement before the Nelsen Commission.

The commission is charged with studying the organization and efficiency of the District of Columbia government.

Pointing out that good personnel management and responsible decision making cannot be required of the Board of Education and the school administration if the decisions can be countermanded by others, Mrs. Harrison said that Congress and/or the City Council should only have the authority to set lump sum budgets. She said the Board of Education should decide how the money will be spent, and the Council should not be able to tinker with teachers' salaries and positions, nor with programs.

The DCCBPE testimony also suggested that the school board should have its own legal staff since the Corporation Counsel's office is not qualified to deal with school problems, and cannot become specialized in them.

"Like many other bureaucracies," Mrs. Harrison said, "the school system is highly unresponsive to its constituency." She called for decentralization of administrative services in order to allow more flexibility in assessing and responding to the needs of individual schools and children.

"The public has a right both to know what is going on in the Board of Education and to be heard by it," said Mrs. Harrison. In the past this was accomplished by providing for public hearings before each board meeting, and later by scheduling monthly public meetings by the whole board or in wards. This year, she said, there is no provision for public hearings except as called by the board.

Finally, DCCBPE asked the Commission to make public its specific recommendations and then hold public hearings on them. Hearings in executive session, she concluded "May make things easier and more orderly. . .but contribute nothing to the essential public dialogue that should accompany such proceedings."

DISTRICT OF COLUMBIA CITIZENS

BULLETIN BOARD

FOR BETTER PUBLIC EDUCATION, INC.

Volume 2, No. 6 95 M Street, S.W. Washington, D.C. 20024, Tel: 484-7030 September, 1971

DCCBPE, LWV GIVE ELECTION MATERIALS TO ALL CANDIDATES

D. C. Citizens for Better Public Education and the D. C. League of Women Voters have again joined forces to provide educational and election materials for candidates for six expiring terms on the Board of Education.

In a cover letter, William H. Thomas and Wilma Martin, presidents of the two organizations, said that reports on specialized educational subjects in the kits "may indicate to potential candidates the kind of decisions they will be asked to make as school board members."

Similar to materials assembled by the two groups for the 1968 and 1969 elections, the packets include information on the Elected Board of Education Act, suggestions on mounting a campaign and the "cost" of being a board member.

New items this year include an in-depth study of the latest Wright Decree (May 1971), and reprints of *Bulletin Board* articles on the Academic Achievement Plan, merit pay and differentiated staffing, and standardized tests.

Candidates who have not received kits, or who have additional questions, may call DCCBPE at 484-7030, or the LWV at 232-2616. Mrs. Anne Stults is coordinating election activities for the LWV, and Mrs. Louise Davison is representing DCCBPE.

GO TO A BOARD MEETING

On November 2, 1971, voters in the District will elect six members of the Board of Education. The education of 145,000 children will be guided by the winners of the election and the five incumbent board members.

In order to choose wisely, we must understand the role of a school board, and the way in which the members must work together. One of the best ways to see what must be done is to attend a meeting of the Board of Education.

The board holds monthly meetings. Call 737-1767 for date, time and place.

Take a fellow voter with

COMMENT

By Louise Malone

On August 12, 1971, the Board of Education adopted a plan to equalize elementary school teacher expenditures as required by the Wright decision. It selected a plan which calls for putting back into the budget 300 teaching positions which the Board had previously ordered eliminated.

It is interesting to trace the comings and goings of these teacher positions through the preparation of the budget.

BUDGET NO. 1 - NOV. 4, 1970

The first version of the 1972 budget, presented to the board by Hugh Scott, a month after his arrival in Washington, was prepared within the $142.9 million limit allowed by the Mayor.

This budget provided for a reduction of *271* elementary teachers and *35* secondary teachers. The elementary cut was justified by a projected drop of 6,000 elementary pupils and a proposed increase in the pupil-teacher ratio from 25-1 to 27-1.

Community representatives protested the cut in teachers and questioned the basis on which the 6,000 drop was predicted. The Board sent the budget back to the Superintendent asking for a new one, "reflecting the needs of the system."

BUDGET NO. 2 - JAN. 27, 1971

The second budget outlined three alternative levels of funding, with Alternative One as a minimum "hold the line" total of $154.8 million. It stated "Present ratios (teacher-pupil) will be maintained." It called for a reduction in elementary teachers of *152* on the basis of a lower

(Continued, page 2)

TO: *ALL SCHOOL PRINCIPALS*

Have you sent us the name of your parent organization president? Please call us at 484-7030, or send the name, address and telephone number to: DCCBPE, 95 M St., S.W., Washington, D.C. 20024. Thank you.

(COMMENT, *continued from page 1*)

projected drop in enrollment to 3,000; and asked for an increase of secondary teachers by *90* to meet an expected enrollment increase at that level.

At a public hearing on Feb. 4, the community again protested the elementary cut and urged the board not to cut services at the classroom level, since the board's desired goal of a 24-1 ratio was far from reality in most schools.

BUDGET NO. 3 - FEB. 5, 1971

On the day after the public hearing, the board approved a budget which the public had never seen, and submitted it to the City Council with no further public hearings. This version asked for $155 million, and more than doubled the cut in elementary teachers, from 152, to *373*, and instead of asking for 90 additional secondary teachers, the new version cut *7* secondary positions. The elementary reduction was again explained in terms of a projected drop in enrollment by 3,000, plus "class size will be slightly increased." Increases were included for special education, for crisis-resource teachers, for new maintenance staff, and five new staff positions for the Board of Education.

BUDGET NO. 4 - APRIL 1, 1971

For the next four months, negotiations went on between the Board, the City Council and the Mayor's Budget office. A budget of $144 million, submitted to Congress on April 1, 1971, provided a reduction of *462* elementary teachers and *104* special subject teachers. At one point, during this period, the number had been 444 classroom teachers and 84 special teachers.

BUDGET NO. 5 - JUNE 1, 1971

A budget of $146 million went to the House of Representatives on June 1. Congressman Natcher held hearings (the "public" hearing were held in executive session.), but no action was taken before Congress recessed in August.

Although this version asked for $2 million more than the April budget, it again provided for a reduction of *462* elementary teachers, based on a drop in enrollment, this time, of 3,500, and on raising the pupil-teacher ratio to 28-1. This budget was submitted by the Board of Education and presumably had its approval.

On August 5, Anita Allen, president of the board, and at-large member Bardyl Tirana asked the Superintendent to delay notifying 300 temporary and probationary teachers of their termination. On August 12, the board voted 6-3 to restore approximately 300 teacher positions. Where does this leave it?

(Continued, page 4)

WHAT'S GOING ON HERE

Mary Broad, Lou Ellicott and *Louise Malone* have completed an in-depth fiscal study of the D. C. schools. The pamphlet, "Financing the D. C. Public Schools," is designed to "slice through bureaucratic jargon," according to the authors, and help citizens understand how public education is planned and paid for in Washington. Call us at 484-7030 for your copy.

Mary, who is research director for DCCBPE, also recently completed a report on a "Career Lattice for Pre-Professionals," under contract with the Office of Staff Development. Elizabeth Williams, acting director of OSD, said the study will "alleviate many situations concerning the recruitment, training and professional growth opportunities for preprofessionals.

Two of our busiest volunteers have been *Mimi Slavin* and *Barbara Walker* who compiled a set of six notebooks full of samples of free or inexpensive materials for use by secondary school social studies teachers. They are now working to provide a complete set of the six notebooks for each of the 54 secondary schools. Olive C. DeBruler, supervising director of library science, has offered to help provide the notebooks and acetate sheets to complete the sets.

A new school year is under way, and our committee chairmen are ready to go to work. If you are interested in joining one of the committees, call 484-7030 for information. Committees and chairmen are: School Budget, *Mary Ellen Clark;* Career Development, *Esther Washington;* Community Schools, *Margaret Jones;* Instructional Materials, *Barbara Walker;* Special Services, *Patricia Nagle;* Higher Education, *Milton Mapes* and *Robert W. Weston;* Legal, *Jason Newman;* Library, *Eleanor Smollar;* and Adult Education, *Olive McKay.*

Our dependable secretary, *Esther Brown,* has retired – but we intend to hold her to her promise to come in as a volunteer from time to time. *Charlotte Bickett* is our new secretary.

The October issue of the Bulletin Board will be devoted to the upcoming Board of Education election. Each candidate has been asked to fill out a questionnaire concerning his background and his educational platform for the District of Columbia. Their replies will be printed in our next newsletter. Candidates who have not returned their questionnaires are urged to do so immediately for inclusion in the October Election Special Edition.

This issue of the Bulletin Board carries the third in a series of interviews with the six members of the Board of Education whose terms expire in January, 1972. The series, part of our Election Year 1971 coverage, will also include articles on candidates for election to the school board, and interviews with the six who are elected on November 2, 1971. As a matter of policy, D.C. Citizens for Better Public Education, Inc., does not endorse candidates for election to the Board of Education. Our aim is to be as informative and as objective as possible.

EDWARD L. HANCOCK – WARD 7

"I am a perfectionist," said Edward L. Hancock, "and I am not satisfied with what I have done nor what the school board has done for education in this city."

Since he sees much left undone in his far Northeast seventh ward, Hancock has already begun his campaign for re-election to the Board of Education.

Of major concern to him is the entire area of vocational education. He is a skilled craftsman for the Naval Ordnance Lab and a graduate of Phelps and Armstrong vocational schools, and thinks that having a craft or a trade is the "fastest route to upward mobility."

"If I had the authority," he said, "I would close obsolete, poorly equipped schools like Phelps and Washington, and concentrate on teaching the children to be ready to learn trades and skills." He thinks it is more practical to lease machines to teach the rudiments of the trade, and let industry teach the finer points.

He says the absence of a high school in his congested corner of the city was "incredible", and points to the building of Woodson High as his major accomplishment as a board member. His first act, he says, was to have its construction moved into the Number One priority. Now, he looks forward to its opening in September, 1972, as a "prestige school."

Hancock has always lived in the community which he represents, and he says it "has always been neglected by the city especially in education."

"We suffer from shortages of every kind out here," he said, and we cannot afford that." He does not think the area's problems will be solved by transferring long-term (and therefore more highly paid) teachers to the seventh ward's schools.

Instead, he suggested making these schools so attractive that one more sore spot – a high rate of staff turnover and tardiness would be eliminated. Seventh ward schools, said Hancock, do not have the same equipment and programs that other schools have. He thinks such shortages should be identified and met with a crash program – something that might have been done if the administration had hired an "impartial outsider" to be in charge of compliance with the first Wright decision in 1967.

We need a "systems approach" to solving our programs, he said, and added that he thought the Academic Achievement Program was the closest

(See HANCOCK, page 4)

ANITA F. ALLEN – AT-LARGE

Anita Ford Allen's presence in the school board election campaign this fall almost guarantees District voters a livlier contest than the one they yawned through in 1969.

Mrs. Allen, who will run for re-election as an at-large delegate to the Board of Education, is well into her second term as president of the board. She is the best known and most talked-about person on the 11 member board.

School board watchers have long divided the board into the "Allen" faction (sometimes called moderates or conservatives) and the "Others" (sometimes called liberal or radical). It is generally assumed that the fate of any educational proposal depends upon her reaction to it.

Mrs. Allen apparently does not agree with this interpretation of her power, for she says that three of the things she hoped to accomplish as a board member have not yet been done.

The first thing she hoped to accomplish was a "constructive restructuring of the school system so that something meaningful and worthwhile can take place in the classroom for every child in the public school system."

She also wanted to improve the career development side of the system, which she said had "fallen steadily behind in the last 25 years," and to provide the special education services "that every parent has a right to expect from a public school system. At this point, said Mrs. Allen, "all we can do is to identify the child with a learning disability—we can neither treat him nor educate him, because we do not have the facilities."

It's difficult to imagine anyone disagreeing with these goals for a school system, yet more controversy swirls around Mrs. Allen's stylishly hatted head, than any other board member. The key to that may lie in her insistance on an orderly and constructive change, and her opposition to "change for the sake of change."

A check of her record during her four years as an appointed (June 1967) and then elected board member shows that she has voted to comply with – rather than to appeal – court decisions; she served as chairman of the Executive Study group which explored ways to meet the recommendations of the Passow Report on the city's schools; she sought out the Academic Achievement Program (Clark Plan), and then pushed for its immediate implementation; and she has been directly involved in the dismissal and selection of three superintendents (Carl Hansen, William Manning and Hugh Scott). Each action, she says.

(See ALLEN, page 4)

(**HANCOCK**, *continued from page 3)*
thing to such an approach. He admits, he did not anticipate the extent of (teacher) resistance to the AAP, and if he could do it over, he would insist that the public be more properly informed about the AAP in order to pressure teachers to give the program a fair trial.

Hancock readily admits that service on the board is expensive – in time and money. He prides himself on never having missed a meeting, but says this has cost him all of his annual leave.

He also says that the last three years of service have been difficult because the first elected board has been "feeling its way", and has spent much time seeking educational plans, hiring a superintendent, complying with court orders, and dealing with an administration that "operates from crisis to crisis, like that summer school business." He is also concerned because "all the board members are basically capable people, but the board is so torn by personal tensions that we do not function as well as we should."

Expensive, exhausting and time consuming though board service is, Hancock is going to run again because "I have a great affection for this city – it has a great potential and its future lies with these kids in school today. They are *here;* they belong to *us.* We must either teach them today or see our retirement incomes drained to support them in jails or on the welfare rolls. Save them, and we save the city."

(**ALLEN**, *continued from page 3)*
was aimed toward changing things for the child at his desk.

"People accuse me of railroading things through the board meetings," said Mrs. Allen, "but the public does not know how difficult it is to deal with this school system. My biggest disappointment has been our failure to come to grips with the probelm of administration."

"We can only *set* policy," she said. "We do not have the capability and authority to translate policy into action. We can only deal with the man we hire (the Superintendent) and we can only respond to what he presents to us."

Public opinion on school matters is largely shaped by the media, and she thinks that much of the coverage lacks depth and that the public sees "only the tip of the iceberg." As an example she cites the rumors that the board planned to fire the Superintendent. Publicity given to the "Save Hugh Scott committee made it extremely difficult for us to perform our duties as members of the Board of Education, because every time we criticize him, someone says we want to fire him."

She says the board seeks "strong, single-minded, self-assured leadership" for the school system, and "We are prepared to work with someone who can provide that. But he would have to have a very tough skin to make the needed administrative changes. Just changing titles and offices is not enough."

Mrs. Allen's supporters think she has the "strong leadership and tough skin" needed to make changes; her opponents see these same qualities as "stubborness and obstructive." Unlike the administrators, she is directly accountable to the voters. They will make their decision on Nov. 2.

(**COMMENT**, *continued from page 2*)

The *large* cut in elementary teachers was originally made by the board and approved by the board at every budget step.

Three weeks before school opened, the board threw the political football back to the Superintendent, ordering him to find the necessary $3.5 million and the 300 teachers. If the reduction in elementary teachers and the increase in pupil-teacher ratio were intended only as a threat to the City Council, the Mayor and the Congress, someone should have told the Superintendent and the teachers.

Many questions remain. Responsibility for the content of the budget clearly rests in the board. It was the board that asked Congress for 2,912 elementary classroom teachers; it is the board that is now telling the Superintendent to hire 3,212 such teachers. To find funds to pay these teachers will require *policy* decisions. Which programs are to be cut to provide $3.5 million? The Board of Education did not seem to want to get into that.

D. C. Citizens consistently testified in favor of maintaining the teacher positions. An educational solution to the inequities in the elementary schools requires that more teacher services be provided to the schools with the lower teacher expenditures. Redistributing fewer teachers would mean only a redistribution of inadequate services – in other words, an equal distribution of mediocrity.

Our chief concern, however, is in the way in which the decisions were made – and the apparent irresponsibility demonstrated by all concerned: the board recommended a large teacher cut; the administration was unwilling or unable to to find alternative ways to balance the budget, the teachers union was apparently willing to accept disruption in exchange for the additional teachers.

The children are the chief victims in this tragic episode. Three weeks before the opening of school, the board ordered the shift of over 400 teachers, in and out of schools, and the hiring of 300 new teachers. Thus, for the 5th time since 1967, children started school in an atmosphere of uncertainty and controversy.

REGISTER NOW!!!

VOTE NOVEMBER 2, 1971

DISTRICT OF COLUMBIA CITIZENS

BULLETIN BOARD

FOR BETTER PUBLIC EDUCATION, INC.

Volume 1, No. 10 | 95 M Street, S.W., Washington, D.C. 20024, Tel: 484-7030 | December, 1970

Alexandra Cabrales, a pupil at Bancroft Elementary School, is one of the many Spanish-speaking students who will share in the programs planned for the Spanish Education Development Center.
(Photo—The Washington Post)

$10,000 ALLOCATED FOR CLARK PLAN CONSULTANTS

Up to $10,000 has been allocated by the school system to pay for the services of Dr. Kenneth Clark for implementation of the Academic Achievement Program (Clark Plan).

The contract between the Metropolitan Applied Research Corporation (MARC) and the D.C. public schools, states that either the Board of Education or the Superintendent may hire Dr. Clark or other senior MARC staff members to "render such services as may be required to assure maximum effectiveness of the Academic Achievement Program."

The contract provides for a per diem rate of $117—for a maximum of $10,000 for consultants. It also specifies that the services of Mrs. Eleanor Farrar, a MARC staff member, are to available to the Board of Education without cost.

(Continued on page 3)

Volunteers By the Dozen Answer Plea to Aid D.C.'s Spanish Speaking Citizens

More than 65 volunteers—housewives, students, teachers, retirees, and other bi-lingual residents have responded to a plea for help for the District's Spanish speaking adults and children.

They will be working in a three-part program headquartered in the Spanish Education Development Center at 15th and Irving Streets, N.W.

Plans call for a "head teacher" to direct the volunteers in their work in homes, in schools and in the Center.

Partially funded by a grant, the Center also received some funds from the benefit performance of the Ballet Folklorico of Mexico, sponsored by DCCBPE in November.

Established to serve as a support center for the public schools, the SEDC has kitchen facilities and language art and "discovery" rooms equipped with skill-developing books and games. Day care facilities are housed next door in the Church of the Good Shepherd.

Nine schools, already staffed with Spanish-speaking internes, will benefit from the SEDC program. They are Adams, Bancroft, Cooke, Eaton, Hearst, Oyster, Sumner, Stevens and Tubman. Hyde and Janney—both with many Spanish speaking students—will also be included.

What is the best way to attract—and keep good teachers in the public schools? Merit pay, and differentiated staffing—two very different concepts, have been suggested as answers to this question. In this issue, DCCBPE consultant Patricia Nagle takes a long look at both ideas. Read—and keep—our special 8-page supplement on merit pay and differentiated staffing.

THE BULLETIN BOARD

The Bulletin Board is published 10 times annually by D.C. Citizens for Better Public Education, Inc., which has as its purposes: to study on a continuing basis the problems of education in the District of Columbia, to stimulate interest in and support for public schools, to propose and promote such changes in the organization, management, and methods of the public schools as deemed desirable, and to do any and all things necessary to achieve the objectives of the association. This association shall not engage in lobbying, electioneering or any other activity not exempt under section (501)(c)(3) of the Internal Revenue Code. This corporation is organized exclusively for educational and charitable purposes. In the event of dissolution, the net assets of the corporation will be distributed for educational and charitable purposes in such manner as the Board of Directors may designate.

D.C. Citizens
For Better Public Education, Inc.
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UNIT SCHOOLS COULD EASE BUDGET SQUEEZE

Continued theorizing about whether or not District high school students will be willing to travel to other schools to enroll in elective classes, as proposed in DCCBPE's Unit School plan, may become a moot issue if the sharply curtailed budget submitted last month becomes a fact.

In order to meet cutbacks in spending ordered by Mayor Walter Washington, the Superintendent of schools, Dr. Hugh Scott, prepared a fiscal '72 budget, which among other things, will require a cutback in high school electives.

Administration officials have stated that there are two alternatives available: one is to offer some electives only in alternate years; the other is to permit students to travel to another school to enroll in some classes.

The blue print for the latter alternative is ready and waiting—DCCBPE sponsored a feasibility study which concluded that maximum use of teachers and materials will result if schools are grouped in units which include a vocational school, and if students within any school in the unit are permitted to enroll in courses at another school in the unit.

Copies of the report were circulated within the administration downtown—maybe somebody read it.

TEAM PAPER DEFINES TERM: 'NORMAL CHILD' FOR THE CLARK PLAN

The basic premise of the Academic Achievement Program (Clark Plan), is that the reading level of all normal children can be raised to grade level or above during the Reading Mobilization Year.

Many people have wondered how is a "normal" child identified. The position paper "What Is A 'Normal' Child?" prepared by Dr. Eunice Newton and the Implementation Team for the AAP is an attempt to clarify use of the term "normal" within the context of the Clark Report. Excerpts from the paper, omitting only historical background, follow.

In the Clark Report, several allusions are made to the essential features of an educational program for "normal" children in the District of Columbia public schools. What these "normal" children should accomplish is suggested, also, in terms of "grade norms" and "grade levels."

It has been brought to the attention of the Implementation Team for the Clark Report that the terms "normal," "grade norms," and "grade levels" have been misunderstood, misinterpreted, and misrepresented both within and without the school system. The purpose of this paper, therefore, is to clarify as succinctly as is possible the use of these terms within the context of the Clark Report.

"Normal" as used in educational statistics does not connote individual "saneness," "rightness," "goodness," or "typicality." It refers, rather, to the pattern of mathematical distribution of human characteristics.

A majority of people of the same age and sex tend to be near or of the same degree in the possession of any physical attributes—for instance, height. A few are very short; a few are very tall; but more than half of all the rest of the same age and sex will fall within a narrow range of each other. This heavy clustering in the middle has come to be called the "norm" or "average."

What is true of physical characteristics is also true of psychological traits.

When any trait or skill is discernible in a heterogeneous group, for example of 100 persons of the same age and sex, approximately 68 of them would be found usually in the "average" or middle category. Twenty seven would be found between the majority and the extreme groups; only 5 would be found divided between the two extremes.

In the public schools of the District of Columbia, as in any heterogeneous school population, the variations in human differences will be found.

At any given age there are a few pupils who possess great mental acuity, as well as a few who are exceedingly deficient in cortical functions. More than half

(Continued on page 3)

A Look At Rewarding Teachers:

MERIT PAY AND DIFFERENTIATED STAFFING

By Patricia Nagle

Where two or three are gathered together in the name of education, there will arise the subject of teachers' salaries. Perhaps no other subject divides laymen and professionals so sharply.

Most of us have known at least one gifted teacher who left the profession for a better paying job. Teachers are likely to see this as an indication that the salary schedule needs revision. But to parents, school boards and lay groups interested in education, teacher attrition often suggests the advisability of establishing some sort of merit pay. They are unable to understand the fury with which teachers respond to such a suggestion.

When such a misunderstanding occurs in the context of the Academic Achievement Program (Clark Plan), the rift between parents and teachers is widened. D.C. Citizens for Better Public Education has prepared this report in the hope that a discussion of the history and implementation of merit pay and its relation to differentiated staffing will help to define the dimensions of the problem.

MERIT PAY

Merit pay is a premium payment for what a particular school system decides is quality performance as a teacher. The assumptions (implicit or explicit) which underlie a merit system are:

1. Good teaching should be rewarded with more money.
2. Good teaching – or the good teacher can be evaluated.
3. Money will motivate the good teacher to stay in the profession.
4. The school system as constituted in a particular district is operable and only needs good teachers to make it run smoothly and efficaciously.

The idea that good teaching merited a bonus has been around for a long time. One might say that all teachers received "merit pay" during the 19th and early 20th centuries when salary was a matter of negotiation between teacher and hiring body. Formal rating schemes and evaluative procedures, however, stem from the efficiency movement early in this century.

By the 1920s, half the cities with populations over 100,000 had merit plans. Due to lack of funding, merit plans were dropped by many districts during the Depression, and by 1938, slightly more than 20% of all school districts had such plans.

The percentage dropped steadily during the next 15 years—until a resurgence of interest in the 1950s, when many new merit programs were put into effect.

The record of success for these programs is not impressive. In 1968, Wayne Kidwell, of Southern Illinois University, re-examined 160 districts which had merit plans in 1958. Fifty three districts had dropped the plan so thoroughly that no one in the system knew anything about it; 44 had kept the plan—some in a greatly modified form; the rest had abandoned merit pay for a variety of reasons.

Kansas City, Rochester, Detroit, Philadelphia, Milwaukee, and Washington, D.C. all had merit systems which were dropped between 1930 and the mid '50s.

Milwaukee and Philadelphia limited the number who could receive merit pay and found that, in effect, the upper levels in a multi-level scale tended to freeze, with those levels filled by older teachers. Younger teachers were dissatisfied with the blocks to advancement and the system was dropped.

Kansas City had the same problem and saw misunderstandings develop among teachers, and a growing misinterpretation of the principal's role as supervisor.

All of these cities found the task of evaluation to be almost impossible to carry out, and that the problems of evaluation were the chief reasons for teacher and supervisor disenchantment.

WASHINGTON'S EARLY MERIT PLANS

Washington, D.C., can be used to illustrate two different approaches to the problem of evaluation, for we have had not one, but two merit plans.

Washington was one of several large cities that had what is known as a super maximum scale during the 1920s. Both elementary and secondary teachers were divided into Group A and Group B – with 10% of all teaching positions placed in Group B.

After reaching the maximum salary in the Group A scale, a teacher took a competitive written exam, and submitted evidence of professional study and of community service.

These factors, plus the teacher's efficiency rating from the previous five years were combined and figured out into a precise numerical rating. When a vacancy occurred in the B list, it was filled by the teacher with the highest numerical rating on the eligibility list.

It may seem a wry bit of poetic justice that teachers, who during this period, had few doubts about the wisdom of giving grades of 0 to 100 not only in arithmetic and reading, but in deportment and neatness as well, should be in turn thus graded. But teachers liked their grades no better than students did, and the plan was eventually dropped.

NUMERICAL RATINGS

Washington's first merit plan may have faded, but numerical ratings did not. The idea that the subjectivity of an observation could be objectivized by giving the judgement a number value was an attractive one, and the numerical ratings are still used in some systems today.

The variety of rating forms which were developed by teachers and administrators is a testimony to the complexity of the task of evaluation, and perhaps also to the lack of agreement over just what was being rated. In some systems it was teaching—more often it was teacher.

Typically, the forms would list several major categories (Attitude, Efficiency, Personality) which were then subdivided into more detailed items ("is friendly to students," "understands the role that social amenities play in good personal relationships," "maintains good discipline").

A teacher could score from one to five—(in more pessimistic systems the range might be from 0 to 5)—and his total score determined his merit rating. A teacher was usually required to maintain a certain grade in order to stay in good standing, and for points over this minimum, was paid a bonus—either so much per point, or a set merit amount varying from $25 to several hundred dollars.

In one Florida district, the basic efficiency was figured at 110 points. Each point above that figure rated an extra $10; each point below meant $10 less!

EVALUATING RATING SYSTEMS

The Utah School Merit Study Commission was established in 1953 to examine the feasibility of a state-wide system of merit pay.

The commission members visited many of the districts operating merit systems, interviewed administrators and teachers, analyzed strengths and weaknesses of the various plans, and then supported pilot operations in several Utah school districts. The State Legislature neglected to appropriate funds for further study after 1961 and the work of the commission ceased.

It may be of some interest to examine two different statements by Dr. Gale Rose, research director of the Utah State Merit Study Commission. The first was made in 1959 while he was still director:

> "In summary, the Utah committee's position after nearly five years of intensive study is this: sound personnel programs for teachers and others in the schools are feasible if the district is willing to pay the price in terms of leadership, time and effort to develop and use the necessary criteria and procedures. When a district does this, great benefit to the public and the profession will be obtained."

Several of the districts experimented with the numerical scale, as well as with other evaluative devices, and evidently found this particular criteria very unsatisfactory. After Dr. Rose left the Utah Commission, he commented that the rating scales had the advantage of quantifying the information and coming up with a score that looked very objective, but that was subject to "gross error." He added:

> "It is one of the most touchy and deceptive approaches to appraisal that one can imagine. . . the rating can be reliable if the instrument is properly designed and if the person who uses it knows what he is doing. Unfortunately, this is usually not the case."

SUBJECTIVE EVALUATION

Many districts anticipated Dr. Rose's final judgement on numerical scales by several decades, and adopted a narrative form of evaluation. It might follow general guidelines, but it relied heavily on the observations and judgement of the principal and/or supervisor. It is a system that requires frequent contact if it is to operate justly—yet, the prospect of the supervisor's presence in the classroom is not one which most teachers welcome.

It is possible that certain teachers develop latent powers of problem solving under the pressure of impending visits. John Hain of New York State University cites an example:

> A teacher once confessed. . .that she instructed her students in the following procedure to be employed whenever a visitor arrived: 'Visitors like to see all children participating in a class discussion. All hands should be raised whenever a question is asked. Students should raise their right hand if they know the answer to the question—their left hand if they do not.' The teacher promised she would only call on pupils whose right hand was raised. She said it worked beautifully and no supervisor was ever wise to the scheme. All were duly impressed by the enthusiasm of the class and how well prepared her students were in the subject.

Given this level of ingenuity, it is not surprising that two per cent of the principals, Hain canvassed, confessed to using the intercom for supervision.

Another approach to evaluation was employed by the District of Columbia in a second try at a merit plan. The Teachers Salary Act of 1947 established an incentive pay plan. This proviso was inserted in the act at the behest of a congressional committee—not on the recommendation of the superintendent.

A committee of teachers was appointed and decided that the criteria for evaluation were to be:

1. In-service training
2. Organized study
3. Service on city-wide committees
4. Other educational activities

Apparently, classroom performance was not a consideration. In June, 1950, the superintendent and administrative officers concluded that "the plan was not necessary, that it disturbed professional morale, and that it was almost impossible to administer." It was dropped by Act of Congress in October, 1951.

NEA, AFT, AND MERIT PAY

The problems of evaluation were the basis for the opposition to merit plans by both the National Education Association and the American Federation of Teachers.

In its Guidelines for the effective representation of of teachers, NEA notes that the "pressures for merit pay of teachers are continuing. The history of such plans based on subjective ratings shows that their tenure is short and their impact negative."

AFT uses the term "merit pay" as one of automatic opprobrium. It believes however, "that it (merit pay) may have taken the initial steps to rigor mortis." AFT regards attempts to resurrect it as highlighting "the need for us to develop a more positive alternative and a purposful objective for the evaluation of teaching competencies. . ." The AFT believes salary differentials should be based solely on teaching experience and professional growth.

SMALL SYSTEMS AND MERIT PAY

One may imagine NEA-AFT reaction to Dr. Robert Finley, superintendent of the Barrington, Illinois schools. "I don't see degrees," he says, "making better teachers—or years of service. Degrees, years of service—blah! We don't consider either in our evaluations. . .We don't have any pet teaching theories—we're interested in anything that gets results without hurting the kids. We don't use test scores—tests evaluate a child, not a teacher." (emphasis added)

Barrington has the only 100% merit pay plan in the country, and is often referred to as an example of a successful system. The superintendent himself sees each teacher in his district for at least 15 minutes each year. His evaluators must spend at least one hour in observation of each teacher three times a year, and confer with the teacher to explain the evaluation each time.

The average age of teachers in the district is 26 or 27, which Dr. Finley sees as an indication that Barrington is weeding out the old and getting those who are willing to change. It is possible to put other interpretations on the fact that his staff has an average of 3 of 4 years experience. A system having no fixed schedule whatever may offer too little security to the older, experienced teacher, even though the highest paid teacher in Barrington earns over $16,000.

Barrington, New Trier, Ill., Summit, N.J., and other districts publicized as examples of how well merit pay can operate, have a good bit in common. They are small, ranging from two to eight thousand pupils. (The larger a school system is, the less likely it is to operate a successful merit program). The systems operating merit programs are middle class and several of them have a reputation for innovation. The increments offered tend to be somewhat larger than those cities whose plans did not succeed.

THE CARROT AND THE STICK

Merit pay is used to reward the "good" teacher and withheld to punish the incompetent one. The prospect of this reward is regarded as a significant motivation in not only improving performance, but also in keeping the improved and improvable in the profession. The Council for Basic Education, the Texas Manufacturers' Association, school boards and the various state legislatures which have proposed these plans have all mentioned this motivational factor.

What might be called a business philosophy of education was best articulated by the Webster Groves, Mo., school board in 1956:

> It is the one obligation of the schools to teach economic democracy: this means the competitive, free enterprise system. If teachers are to teach this concept, they need to be an integral part of the free enterprise system, and their means of obtaining income should be part of the system.

This sentiment, which seemed logical not only to the Webster Groves school board, but to several other Missouri districts as well, was apparently not well received by teachers. One University City teacher commented "the original intent was to tie salary to competence. Now they have gotten away from this direct tie-up. It is now taboo to speak of salary in relation to competence. Now the growth of the teacher is the main consideration and they do not want teachers to fear the appraisal."

William Stegeman, comparing merit ratings in education with those in industry, wrote that "historically merit programs in business and industry have increased during periods of industrial expansion, while merit programs in education have increased during periods of insufficient funds." He also claimed that merit programs were most successful during periods when there was a sufficient supply of teachers. This is interesting in view of the fact that merit programs are offered as a solution to the problem of teacher shortage. The raises are presumed to offer adequate incentive for staying to those teachers who would otherwise leave.

IS MORE MONEY THE ANSWER?

Looking at the history of merit pay, one is struck with the miniscule amounts that most school boards were willing to offer. Awards of $50 to $100 per year were not uncommon, and the attendant ill

feeling so unpleasant that in some cities—Philadelphia for one—teachers refused nomination to the merit class. Kidwell suggested that awards of $1000 might have made some plans succeed during the 1950s.

But just how much of a motivation factor is money? "Far ahead of whatever is second best!" goes the old joke. Yet. studies by business question the effectiveness of simply offering more money for the same job.

We are all familiar, by now, with the Wall Street law firms which have difficulty attracting promising graduates away from more poorly paid jobs in poverty progams.

It is not only on this exalted level that problems have been encountered in attracting and keeping capable employees. Industry has conducted numerous studies which demonstrate that—on levels from blue collar up—raises in income have been slightly overrated as effective incentives. The ESSO Study concluded that in terms of production increase, giving a worker an opportunity to exercise leadership was more important than giving him money.

If this is true of industry, how much more true might it be of teachers, who supposedly are to train "the leaders of tommorrow"? Fenwick English, one of the "gurus" of differentiated staffing, says, "In large city school systems, teachers are treated in accordance with what industrial researchers call the 'machine model of human behavior,' where employees are 'primarily passive instruments, capable of performing work and accepting directions, but not of initiating action or exerting influence in any significant way." Merit pay in these systems amounts to little more than a rather small carrot in front of a donkey on a treadmill.

Dwight Allen, of the department of education of the University of Massachusetts, believes that merit pay is not the answer. He says, "Even substantial financial benefit is not likely to keep (the talented teacher) in a classroom that offers no room for professional growth, no increase in responsibility and no intrinsic reward.

DIFFERENTIATED STAFFING

What Dr. Allen does propose as one possible answer is differentiated staffing. Myron Lieberman in *The Future of Public Education (*1960*)*, J. Lloyd Trump in *A Guide to Better Schools* (1961), and others contributed to the development of this idea, but Allen is credited with it most widely because of his association with the Temple City, Calif. model.

Dr. Allen found lacking in the ordinary school system a recognition of the different needs and talents of teachers, as well as failure to provide for truly individualized instruction for each student.

The teacher with 20 years of classroom experience was given the same amount of time with the same number of students as the brand new Teachers' College graduate.

The teacher willing to exercise more responsibility, and the one hoping to make more money, had no choice but to leave the classroom. The students played educational poker—some years being dealt a winning hand—in other years, getting a raw deal. Differentiated staffing is designed to change this entire structure. The examples of Temple City, and Kansas City, Mo., will help illustrate two of the many models now in operation.

TEMPLE CITY, CALIFORNIA

The Superintendent of Temple City Schools, John Rand, invited Dwight Allen to discuss differentiated staffing (DS) with local educators in 1965. The following summer, a workshop was held with teachers, administrators and school board members where Allen drafted a proposal for a grant from the Kettering Foundation for the development of a rationale for DS.

Nearly $47,000 in grants from Kettering allowed a committee composed of administrators and elected teacher representatives to spend 18 months refining the plan. This planning period had much to do with the plan's success.

The president of the local AFT feels that most of the modifications in the plan were at the suggestions of teachers. "It was a real grass roots effort," he says, The committee devised a hierarchy of roles and responsibilities that provided for a pay differential. The program was instituted at Oak Avenue Intermediate School in September, 1968.

It is important to note that in Temple City all teachers, from the master teacher down, teach. Principals and other administrators also teach at least one course. The hierarchy devised by the committee was:

> **MASTER TEACHER**: a district curriculum and research specialist. Employed for 12 months, salary $15,500-$25,000. Teaches 25% of time. His primary function is to introduce new ideas and methods into the schools. He works with the senior teacher to develop pilot projects to test new ideas.
>
> **SENIOR TEACHER**: responsible for overall course content at his school in his subject area, and for the application of innovations in the classroom. Teaches 50% of time, salary $14,000-$17,500. He hires and evaluates paraprofessionals for the school.
>
> **STAFF TEACHER**: (In a sense all teachers are staff teachers since master and senior teachers hold no tenure in those positions, but do hold tenure as staff.) Staff teacher is a full time teacher, comprising the bulk of the staff. Salary $7600-$11,000 for 9 month year.

AN OVERVIEW OF TEACHER RESPONSIBILITY IN THE TEMPLE CITY DIFFERENTIATED STAFFING MODEL IN ONE DISCIPLINE – THE SOCIAL SCIENCES.

TEACHING ROLE	RESPONSIBILITY	FUNCTIONS	EXAMPLE(S)
Master Teacher	District-wide; subject areas responsibilities, K-12	Classroom teaching; application research to curriculum design by subject discipline and structure.	Development of experimental-research design of social studies units utilizing "post-holing" approach to solving contemporary social science problems at junior high school level.
Senior Teacher	School responsibilities, K-6, 7-9, 10-12	Classroom teaching; application of new methodologies, learning and teaching strategies; media applications.	Concomitant development of experimental teaching strategies and tactics with new social studies "post-holing" units in pilot situations; evaluations; in-service with staff; revision; development of resource banks for new units.
Staff Teacher	Grade responsibilities K-6, 7-9, 10-12	Classroom teaching; individualized instruction; large/small group presentations tutorial sessions.	Adaptation, adoption, evaluation of new social science units with suggestions made after extensive pupil monitoring in various instructional settings and modes for alternative strategies.
Associate Teacher	Grade responsibilities, K-6, 7-9, 10-12	Beginning teacher. Classroom teaching; team-teaching partner; large group instruction assistance.	Implementation of new social science units with variations appropriate to teaching team strategies and assignment; evaluation of units regarding relevancy and content validity.

Chart reprinted from TEPS Write-in Papers on Flexible Staffing Patterns, August, 1969, National Commission on Teacher Education and Professional Standards, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

ASSOCIATE TEACHER: student or probationary teacher or teaching intern. Teaches when there is no need for advanced expertise or knowledge. Salary $6500-$9000 for 9 months.

AUXILIARY PERSONNEL: aides who work with students in resource centers, learning laboratories and libraries. Use of flexible scheduling frees teachers for teaching and allows aides to supervise study and perform other non-teaching tasks.

Teachers are not evaluated by administrators. Instead, master and senior teachers evaluate staff and associate teachers and vice versa. Staff teachers may replace master and senior teachers after the annual evaluation if they are dissatisfied with their performance.

The role of the principal is changed drastically. The school has a business manager; evaluations are done by the teachers; all decisions are made by the Academic Senate, composed of all senior teachers and the principal. He becomes, in the words of Temple City's handbook, "a social manager." One Office of Education official envisioned a time when the job of principal might be abolished, since most of his functions are taken over by others under DS. Such a suggestion might give pause to the doctoral candidate in school administration. If DS is the wave of the future, it may leave those unprepared for change high and dry.

Flexible scheduling is one of the keys to the success of the program. The day is divided into 24 fifteen minute modules—with the average class using two modules and labs using perhaps three. Forty percent of the school day is unstructured and pupils are expected to use one of the 16 learning centers to work on their own specific projects. Students unwilling to work on their own are given assignments and their attendance at a specific learning center is required.

This type of scheduling allows time for in-service training, working with small groups, and for conferences between senior and staff teachers. Students appear enthusiastic about the program. "It's a more interesting way to go to school," said one.

Teachers express some minor criticisms—it takes longer to get a decision from the Academic Senate than it used to from the principal; they have some doubts that capable people are available to fill the higher slots. In general, their response is favorable.

Although the evaluation is constant, an instructional aide remarked that "there's not the usual fear of being criticized, and there's no fear of evaluation"—perhaps because it is peer evaluation.

KANSAS CITY, MISSOURI

Oak Avenue school in California is middle class and white, while Weeks Elementary and King Junior High schools in Kansas City have an all-black student body ranging from poor to upper middle class.

Many of the K.C. children had low reading scores, poor arithmetic skills, speech problems, and it was difficult to attract top quality teachers to these schools. The school board felt that DS might help solve some of the school problems, and in April, 1968, appointed a committee of teachers, administrators, citizens and university personnel to develop a plan. With help from Dwight Allen and Roy Edelfelt of the NEA, the committee presented a plan to the board within a month!

This plan was designed to attract superior teachers to the central city with "career ladders," continuous opportunity for self improvement and immediate supervisory assistance, and to train beginning teachers. The plan was to be evaluated after 2 years.

Weeks and King were new schools and Superintendent Donald Hair says the city was "fortunate in being able to start fresh with two new staffs that were interviewed with differentiated staffing in mind. Teachers were involved with the program before it began."

There are differences and similarities between the plans designed for the two cities. One difference is the hierarchy planned by the K.C. committee.

At the top of the ladder is the Coordinating Instructor. Whereas the master teacher is a district research specialist, the coordinating instructor is responsible for one segment of the curriculum in a single school. She does some scheduled teaching and is responsible to the principal. Salary range is $12,892-$15,983. Weeks has 3 coordinating instructors and King has 2. (According to AFT's Robert Bhaerman, there are only 3 master teachers in the entire country!)

Next is the Senior Instructor—a full time teacher who serves as a team leader. She diagnoses and prescribes for children within her grade level, and earns about 10% more than the Instructor, (salary, $6600-$13,015) who is the ordinary staff teacher. Tenure is given at the instructor level, but not at the upper levels.

Provision is made for an Associate Instructor—usually a former teacher willing to work part-time. She is responsible to the Senior Instructor and uses plans developed by the team. There are Student teachers and Interns, supervised by the Senior Instructor.

It is unclear how the Senior Instructor manages all this supervision along with a full teaching load. It appears to be possible with the combination of flexible scheduling and independent study for the pupils, both essential components of the K.C. plan.

This plan has not been fully evaluated and administrators are cautious about making great claims for it. Teachers seem to appreciate the added supervision and planning aids, and feel the opportunities for advancement have been helpful in staff recruitment. The children have either held their achievement levels, or advanced, but no one is yet ascribing this to DS. There have been fewer discipline problems and parents reported that their children are becoming more independent and responsible at home.

The outstanding characteristic of both plans is the amount of responsibility given to the classroom teachers. They help develop curriculum, plan the use of space and time, evaluate personnel above and below them. (Two senior instructors in K.C. were replaced as a result of staff evaluation.)

The pay differential is based upon the amount of responsibility assumed. The AFT is opposed to this differential and speaks of laying "the ladder on its side." They see the payment of higher salaries to teachers as they spend less time with the students as adding another administrative level to an already top heavy system. At the same time, they appreciate the need to develop new patterns of staff utilizations. The NEA endorses the idea with cautious enthusiasm and its booklet, Differentiated Staffing provides a very good over view of the state of the art at this time.

MONTGOMERY COUNTY, MD.

Martin Haberman of the University of Wisconsin defines the essence of teaching as motivation: trying to help students "feel the need to pursue an activity," and then, "getting out of the way." He adds, "Rational authority is self-eliminating; when such authority activates people to take action in their own behalf, it becomes effective instruction." Haberman could be describing effective administration as well. Just as authorities may impose merit pay despite the bitter opposition of teachers, so with differentiated staffing. Attempts to do each have met with little success. Montgomery County, Md., will serve as a case in point.

The county had an extremely unpopular merit pay plan which teachers managed to have ditched in 1963. When a committee was formed in 1967 to study the question of DS, teachers noted with some trepidation that two members of that group had been strong advocates of the old merit pay plan. The committee drew up a plan describing various roles, jobs and salaries for teachers. The plan did not describe who would assign the roles

The school board accepted the report, and the teachers struck, partly in response to this action. In the ensuing negotiations, agreement was reached over the constitution of a committee to further study the problem. Five members were board appointments, and 5 were appointed from the Montgomery County Education Association. The chairman, Area Director Marie DeCarlo, was in effect, the 11th member of the

committee, and there was some feeling that her appointment weighted the group in favor of the administration.

In December, 1969, the board accepted the committee's proposal and submitted it for federal funding. MCEA felt it had been insufficiently consulted in the plan's development and was instrumental in blocking the proposal.

Later, it was decided that each school might autonomously decide whether or not to institute DS. Several have made tentative efforts, though none on the scale of Temple City or Kansas City. The wisest decision may have been made by one elementary school: the teachers chose a year's in-service program on how to make decisions.

PRINCE WILLIAM COUNTY, VA.

Prince William County, Va., demonstrated a vividly contrasting approach to the problem of change. Here, the school population is increasing by 10% annually, and changing from rural to suburban. The expectations of the new arrivals sometimes conflict with the values of the original residents.

Following the defeat of an important bond issue in 1967, the school board charged the office of Research and Development with the responsibility of bringing about educational change.

Dr. William Volk, head of the R&D office, believed the first step was to work on changing attitudes. He says:

> "The people who are responsible for the implementation of programs must have a significant voice in determining the programs. If a different kind of staffing is needed in schools, it should arise from their instructional logic. If they need to adjust their use of time, this too, should arise from a logical construct. If spaces need to be different, and if materials need to be changed, the staff should see the logic for doing it, and not do it simply because they were told to do it. Maybe this process will take longer. I am not sure that it will. I think it will be shorter, and I am sure that it will be more durable."

Teachers became sensitized to the idea of change through visits to other schools involved in innovative programs, a summer workshop, and a series of "November Workdays" in 1969. The programs planned for the workdays dealt with humanizing instruction, and modes and logic of innovation. Dr. Volk feels these programs were the motivating forces behind the wave of changes initiated by the teachers the following year.

An evaluator had been hired earlier in the year, and he began to work with teachers to clarify their ideas and implement their programs. According to Dr. Volk, of the 65 separate teacher initiated projects begun that year, none were aborted, and all helped intensify the climate of change in the county.

In the spring of 1970, teachers applying for positions at Godwin Intermediate School, scheduled to open in September, were told that it was to be experimental. Teachers would be expected to plan for more effective utilization of space, time, materials and staff.

During the summer, the faculty worked out plans for a DS pattern. The teachers divided themselves into four teams of four teachers each, to handle 260 students. No pay differential is involved in the division of responsibility. Each team is allotted 75 minutes of student time, and the team developes its own ways of using that time. The math group felt it was limited by the nature of the subject in allowing very much freedom to the students. On the other hand, the French team uses non-professionals to help present material, allows the student to select Unipacs for independent study, and changed the acceptance requirements for the course.

The staff began operating in September, sharing quarters with another intermediate school while their own was being completed. The new building will have movable walls and doors which should facilitate the plans being worked out by them.

They are extremely enthusiastic, and obviously feel that they are running their own show. Their students have the lowest absence rate in the county, but there are some problems. Parents do not yet understand the independent study arrangement, and children need more experience before they will be fully able to utilize their new found freedom. Paraprofessionals are used mainly for clerical tasks and ways have not been devised for using them for instructional purposes. There may need to be a clearer definition of roles than now exists. However, the future looks very promising.

Differentiated staffing may sound like nothing more than team teaching, flexible scheduling, ungraded classes and other experiments of the 1950s and 60s. What makes DS the movement of the 70s is the amount of responsibility which the staff is expected to exercise. Teachers are expected to analyze their own strengths and weaknesses, and those of their colleagues, and relate them to student needs, and to help establish a curriculum and operational plan to allow for the fulfillment of those needs. Dr. Volk admits that teachers do not come prepared to assume these responsibilities, but he believes they can be trained and motivated to do so.

PROBLEMS IN DIFFERENTIATION

In the short time it has been in existence, the idea of differentiated staffing has become a magic mirror for educators, reflecting back the face of the gazer's own true love.

The Council for Basic Education, enamored of

merit pay, sees DS as an alternative which might be more readily embraced by districts which have rejected merit pay in the past. CBE concentrates on the facet of DS that allows for the elimination of the single salary schedule.

The Committee for Economic Development believes that "the introduction of team teaching, differentiated teaching functions and more flexible salary scales offers great opportunity to achieve better results at lower costs." (The AFT may be right when IT sees a demon in that mirror.)

Classroom teachers see DS providing for optimum use of their talents and affording them greater autonomy in their own professional development. Paraprofessionals see it as an entry into the professional world which has been denied them.

These views may say more about the state of education then they do about the present state of DS. Don Barbee of San Francisco State College, cautions against regarding DS as a panacea and warns against fadism:

> "It is important that the basic intent and characteristics of differentiated staffing be understood at the outset and implemented in fact. Occasionally, educational innovations have been adopted in name but not in practice."

There exists the danger that the experienced teacher will become farther removed from the student, with auxiliary personnel used too extensively. Communities investigating possible models should beware of overspecialization and of setting up new hierarchies, and particularly in a transitional period, of making no provision for the teacher who functions best in a self contained classroom. So long as all concerned remember that DS is only one means to the desired end of improving student learning, these pitfalls may be avoided.

ACCOUNTABILITY

Many of the DS models now being tested were funded by the U.S. Office of Education under the Education Professions Development Act (EDPA), and now contain accountability provisions. Don Davies, Associate Commissioner at OE, explains what accountability means:

> "Acountability. . .links student performance with teacher performance. It implies precise educational goals. It forecasts the measurement of achievement. It means. . . shifting primary learning responsibility from the student to the school."

This has been a somewhat fuzzy area, but recent actions by OE are beginning to clarify what is meant by accountability.

Under Title I, bonus payments have been made to teachers who agreed to work in certain inner city schools. It was "combat pay"—designed to recruit teachers into otherwise unattractive situations.

In Portland, Ore., for instance, a teacher with 3 years experience could expect a $1000 bonus. Under new guidelines issued in October, 1970, the local educational agency awarding these bonuses will be required to prove that the bonuses did in fact help recruit higher caliber teachers and that these teachers contributed SIGNIFICANTLY to the improvement of student performance. Accountability may be tied to either teacher effectiveness or school effectiveness.

Under old merit plans, and to an extent under differentiated staffing, teachers are paid on the basis of "input" factors: personal qualities, cooperation with administration, amount of responsibility assumed, etc. Accountability implies that projects will be funded on "output": student achievement, to be assessed in a variety of ways and by a number of people.

Some of the controversy over the Clark Plan results from the combination of the idea of accountability with the terminology of differentiated staffing, while ignoring factors essential to the success of DS.

The models mentioned here illustrate the necessity of a planning committee fully representative of the community to be involved in the change. The descriptions of various DS models given in the Appendix to the Clark Plan omit reference to this seemingly essential ingredient, and the effect is to present DS as simply a series of ranks, administratively imposed. This is unfortunate, but perhaps the inclusion of the idea of DS in the Clark Plan may be the impetus for discussion of its application in the District of Columbia.

Dr. Kenneth Clark says "Educational bureaucrats will persist in their assertion that deprived children can not be more effectively educated in our public schools and that it would be unrealistic to attempt the type of organizational and procedural changes essential to attain this objective." He believes that this need not be so, and would probably join with J.Lloyd Trump who said:

> "Truly professional educators do not fear change. Nor, for them does insecurity result in defensive tactics against pressure groups who oppose change. They are, in contrast, secure in their eagerness to experiment with proposals from laymen of staff members. . .Actually, the most secure and successful persons in the educational profession are those who understand the ingredients of change and are anxious to lead the way to better schools."

Additional copies of this report on Merit Pay and Differentiated Staffing are available at D.C. Citizens for Better Public Education, 95 M Street, S.W., Washington, D.C., 20024, telephone: 484-7030. Copies of the Summary of the Academic Achievement Program, and the answers to 12 questions about the AAP, are also available.

CHALK TALK

By Mary V. Hunter

SEVERAL PARENTS have asked D.C. Citizens to investigate the legal basis of the physical education requirement in the city's secondary schools.

The general understanding among principals and parents is that the requirement—considered absolute by many, is the result of an act of Congress. One group of parents, however, feel that the system is interpreting this as a requirement based on the Appropriations Act of 1942.

Their question is: does the provision of funds for physical education in the 1942 Act serve as a Congressional requirement? Since this is a matter of curriculum, does Congress have the right to make this decision? The parents feel that curriculum decisions should be made by the school administration and the Board of Education—not by Congress.

They compare this situation with the Cadet program which had been viewed as compulsory until research turned up the fact that it was elective. They also point out that on the one hand, we are told that three years of physical education are required for graduation from high school—yet in at least two city high schools, Western and Wilson, students are graduating within two years, and therefore with only two years of physical education.

Students and parents seeking flexibility in academic programs are confronted with the requirement of five days of physical education and no room for flexibility.

Last year, students complained about the content of the physical education course, and the fact that, although it was required, it was non-credited. The course of study was not changed, but they are now given credit for physical education.

The final question raised by parents is the legality of making a course which requires additional and often extensive financial outlay by parents—mandatory. The costs and requirements vary from school to school but they nearly all include shorts, shirts, sneakers, special socks, towels, or towel fees, locker fees, and in at least one school, sweatshirt and sweat pants.

The uniforms are not standard on a city-wide basis, and a student who transfers to another school must often replace an entire uniform, or fail the course. A stolen uniform must be replaced or the student will fail the course—the penalty thus falls on the victim, not the thief.

(CLARK, continued from page 1)

Mrs. Farrar said that services consultants might provide are listed as including visits to schools, consultation with the administrative staff, with the Board of Education, with other segments of the D.C. public schools, and with the community.

Mrs. Farrar said that public appearances such as the meetings sponsored by DCCBPE, and the PTA, are not covered by the contract.

LAW STUDENTS RESEARCHING STUDENT RIGHTS, BOARD RULES

Three Georgetown University law students are providing DCCBPE with legal staff research on student grievance procedures and the rules of the Board of Education.

The students, who all have inner city teaching experience, are Michael A. Pace, Thomas F. Rogan, and Edward H. Rubenstone.

Mr. Pace is gathering research data and student input in an effort to create comprehensive formalized student grievance procedures with uniform concepts of due process. He teaches art and heads a boys' sports program at an inner city school.

Mr. Rubenstone and Mr. Rogan, using research, and concultation with the rules committee of the Board of Education, are engaged in an attempt to reform the rules surrounding the policy-making procedure of the board. Mr. Rogan is a former District teacher and Mr. Rubenstone taught in Philadelphia.

The completed projects will be presented to the DCCBPE Executive Committee for approval and presentation to the Board of Education.

Their work is part of a course called "Lawyering in the Public Interest," taught by Jason I. Newman, and designed to give law students the experience of working with a community group. Professor Newman is a former counsel to the D.C. City Council, and is presently Special Counsel to the Office of Legal Services at OEO.

(NORMAL CHILD, continued from page 2)

the pupils will tend to have about the same educational potential, while between the two extreme groups and the majority will range the others.

This patterned distribution of biological and psychological characteristics, discussed in the foregoing, is what the Clark Report alludes to when referring to "normal" children, i.e., children being members of a normal distribution.

When normal children are taught in challenging, individualized ways, they should achieve academically in proportion to their range of differences: i.e., their learning should be commensurate with the status of their human variation. A few of the children should greatly exceed the majority; the majority should achieve the expected competences of similar populations; and a few pupils should achieve only the minimum. Between the majority and the extreme groups should fall the other pupils achieving proportionately.

The terms "grade norms" and "grade levels" are used in the Clark Report: also, within the context of educational statistics—especially in reference to expected test performance by normally distributed groups. Even as in a total school population one should expect to find pupil achievement related to pupil variations, so should one expect to find to some extent, grade by grade, evidence of pupil achievement commensurate with the normal distribution of potential in heterogeneously grouped classes.

A TALK WITH HUGH SCOTT

Dr. Hugh J. Scott, the man who came to town to run our schools, is determined to create a system that is "operationally sound, with a national reputation for getting things done."

He is the first to concede that there are a few obstacles standing between him and this goal—but he seems to relish the opportunity to clear away the roadblocks.

Dr. Scott feels priority must be given to:

1. The need to identify high caliber personnel within the system, and from outside for leadership roles.
2. The need to establish role relationships with a clear-cut delegation of responsibility and power.
3. System-wide administrative decentralization.

Meeting these three goals, said Dr. Scott, will help to recreate public confidence in the school system. He indicated that a public school system cannot survive unless the citizens have confidence in it—and that only good leadership and organization can provide that confidence.

Our cumbersome and rigid fiscal process, and a 12-14 month wait for funding for new administrative positions make it difficult to recruit people from other cities, according to Dr. Scott. He said there are outstanding educators who would respond to the challenge here in Washington, but we are not able to compete with other cities for their services.

Dr. Scott took office on October 1, and was immediately plunged into the controversy surrounding the Academic Achievement Program (Clark Plan), which the Board of Education had accepted in July for implementation this fall.

He is distressed by the "running debate" in the newspapers between himself and Dr. Kenneth Clark, author of the AAP. Dr. Scott added that he "should not be placed in the position of being unconcerned" (about the District's pupils) simply because he has "legitimate concerns about our capacity to perform miracles in one year."

Dr. Scott wonders if the public understands the

issues involved in the discussion of the AAP. He believes strongly, he said, in the basic premise of the AAP, but he doubts our capability at this time to reach the program's goal of raising reading levels in one year under existing conditions, which include limited special and vocational education facilities, and the fact that "We can't even get basic services into the schools."

Challenges, problems, money, disputes, notwithstanding, Hugh J. Scott makes it clear that he wants to "create a reasonable atmosphere in which to learn" for every pupil in the District schools.

One gets the feeling that the Superintendent of Schools would like a little peace and quiet in order to get on with the job.

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Anacostia Neighborhood Museum
2405 M. L. King, Jr., Ave., S.E.
Washington, D.C. 20020

Contact: Carolyn Margolis
Phone: 889-1301

PRESS RELEASE
(For Immediate Release)

"EXHIBITION '73"

The Anacostia Neighborhood Museum of the Smithsonian Institution, in its continuing effort to bring broader cultural programs to the community has again joined with the D.C. Art Association to produce their fourth art show - "Exhibition '73."

The exhibition opens on January 14, 1973 (2 to 6 p.m.) and will continue until February 18th. The public is cordially invited to attend. Museum hours are from 10 a.m. to 6 p.m. daily and from 1 to 6 p.m. on weekends.

The Museum shares with the Association its goal of fostering an appreciation of the fine arts through community involvement. It is the hope that young and old alike who see this exhibit and participate in the workshops will be enriched by the experience and come away aware of their own creative resources.

The D.C. Art Association membership is now sixty-seven. In the selection of these members' works for the exhibition we were very fortunate in having the assistance of three well-known and respected members of the Washington art

community to serve as judges - Mrs. Lily Polk Guest, Chairman D.C. Commission on the Arts and head of the Friends of the Kennedy Center; Mr. Adolphus Ealey, Director of the Barnett Aden Collection and art teacher; and Mr. Bill Taylor, sculptor and Assistant Professor of Art at The Federal City College.

There will be a press preview at 11:30 a.m. Friday, January 12, 1973 at the Museum, 2405 Martin Luther King, Jr., Ave., S.E.

C A L E N D A R

TODAY: 9:30 a.m.	Class leaders meeting.
9:30 a.m.	Breakfast sponsored by Church School.
4:00 p.m.	Stewardess Board #1 Anniversary. Dr. E. Franklin Jackson, guest minister.
Wednesday, Nov. 29th,	Mid-Week Service.

Our sincere thanks to the A. H. Pagan Memorial club for a contribution of $500.00 to be applied toward general support of the church.

An evening of Gospel-In-Song featuring McKinley High School Gospel Chorus and other groups, Sunday, Dec. 10th 5:00p.m. benefit Women's Day. Donation $1.00. See Mrs. Beatrice Liggins.

A very cordial welcome to our guest speakers: Ms. Marilyn Robinson and Reverend Imagene Willians.

THOUGHT FOR THE WEEK

"WE LOOK AT THE LABEL, BUT GOD SEES THE CONTENTS"

TRINITY'S DIRECTORY
1972-1973

BISHOP CHARLES H. FOGGIE
Fifth Episcopal District
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Pittsburgh, Penna. 15218
Parsonage – 723-8993
Church Office – 723-5142

HENRY HAMPTON SINK 723-9181
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Washington, D.C. 20011

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Organist
JULIA SALLEY 347-8342
Pianist, Chorus Choir
BILLIE SMITH 829-2163
Assistant Organist
LOUISE COVINGTON 829-2163
VIVIOUS PEARSON 291-4850
Bulletin Clerks
MAE B. PHILLIPS 829-8164
Director, Senior Citizens Group

RAYNARD AVERY
LOTT BOLDEN
FREDDIE BRUNSON
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file

SUNDAY, NOVEMBER 26, 1972
8:30 a.m. 11:00 a.m.

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YOUTH DAY

PRELUDE Miss Billie Smith
THE INTROIT
THE PROCESSIONAL HYMN #38 "Joyful, Joyful, We Adore Thee"
THE CALL TO WORSHIP
THE INVOCATION People seated and bowed
THE HYMN OF ADORATION AND PRAISE #59 "We Gather Together"

THE CALL TO CONFESSION
THE GENERAL CONFESSION
THE WORDS OF ASSURANCE
THE LORD'S PRAYER
THE RESPONSIVE READING #598 "By The Waters of Babylon"
THE GLORIA PATRI
THE AFFIRMATION OF FAITH The Apostles' Creed
THE SCRIPTURE LESSON: Proverbs 29:1-7

THE CALL TO PRAYER
Minister: The Lord Be With You.
People: And With You Also.
Minister: Let Us Pray.
THE PASTORAL PRAYER AND CHORAL RESPONSE
THE ANTHEM The Youth Choir
THE WELCOME OF VISITORS AND PARISH NOTICES
THE OFFERTORY
THE OFFERTORY ANTHEM The Youth Choir
THE HYMN OF PREPARATION: "The Black National Anthem"
THE MESSAGE:
8:30 a.m. Ms Marilyn Robinson
WRC-NBC-TV
11:00 a.m. The Gospel According to Julius Hobson
Reverend Imagene Williams
THE INVITATION TO CHRISTIAN DISCIPLESHIP #170
THE RECESSIONAL HYMN #283 "Love Divine, All Loves Excelling"
THE BENEDICTION
THE CHORAL AMEN
THE POSTLUDE

"Dedicated to the Rehabilitation of the Handicapped"

NATIONAL REHABILITATION ASSOCIATION

REGION III

240

CARNEY-- 629-4320
(Home)-- 554-3322

FOR IMMEDIATE RELEASE
Tuesday, March 18, 1968

An 8 state regional meeting of the National Rehabilitation Association will be held at the Marriott Twin Bridges Hotel, beginning March 24.

President of Region III, Leslie B. Cole, Coordinator of Placement and Training for the D.C. Department of Vocational Rehabilitation said that, "this meeting is concerned with the domestic crisis taking place in our nation today, and what must be done now to prevent this from getting worse."

Included in the program are many individuals whose involvements and activities have aroused national interest. It is expected that they will provide provacative and stimulating thinking for the more than 500 who will attend the four day conference.

Charles E. Odell, Director, U.S. Employment Service will present the Keynote Address. Speakers are: Patrick V. Murphy, D.C. Director of Public Safety, "The Policeman's Role In Rehabilitation"; Julius Hobson, Chairman of ACT, "The Financially Disabled"; William Oriol, Staff Director, Senate Special Committee on Aging, "The Elderly"; Efrem Ramirez, M.D., Commissioner, Addiction Service Agency, New York City, "Drug Abuse and Rehabilitation"; Louis Spekter, M.D., Children's Bureau, HEW, "Disabled and Disadvantaged Youth"; E. Paul Benoit, Ph. D., Director of Rehabilitation Planning, D.C. Department of Vocational Rehabilitation, "Sensitized Treatment For Chronic Alcoholics".

- More -

In your file

Rehabilitation Services for the Public Offender will be jointly discussed by Ellis MacDougall, Director of Parole and Probation and Dr. Dill D. Beckman, Director Department of Vocational Rehabilitation, South Carolina.

Also Participating: The Honorable Edith Green, U.S. Congress; Commissioner Joseph Hunt, Rehabilitation Services Administration, HEW; Mr. William McCahill, Exec. Secy, President's Committee on Employment of the Handicapped; Louis Spekter, M.D., Children's Bureau, HEW; E.B. Whitten, Exec. Dir. National Rehabilitation Association; Terrance Carroll, Dir. National Institutes on Rehabilitation and Health Services; Norman W. Pierson, Director, D.C. Department of Vocational Rehabilitation; E. Preston Sharpe, Ph.D., Exec. Secy., American Correctional Association; James Alexander, Center For Community Planning, HEW.

"There will be no solutions to the problems of the hard-core unemployed and vocationally handicapped until we can formulate goals realistically, " said the 'out-spoken' NRA President Cole. "We are faced with continued urban decay unless we can accomplish a meshing of efforts in many areas. The task cannot be accomplished alone by government, schools or welfare departments. Private industry and private citizens must assume greater roles. We must also appreciate and understand the needs of business," he continued.

"The solutions must come from the people themselves, those in the ghettos... as well as the man-in-the-street. The time is past for philosophical and paper reasoning... rehabilitation is the vital answer to the problem, and OUR BUSINESS IS REHABILITATION."

Those interested in registering for conference sessions are urged to call 629-4034, CONFERENCE INFORMATION.

# # #

REGINALD HEBER SMITH COMMUNITY LAWYER FELLOWSHIP PROGRAM

TENTATIVE SCHEDULE AND AGENDA

EASTERN TRAINING SESSION

MONDAY - SEPTEMBER 21st

9 a.m.	*REGISTRATION	
10 a.m.	QUESTIONS AND ANSWERS:	SMITH FELLOWS
Noon - 1 p.m.	LUNCH	
1 p.m - 5 p.m.	TITLE I	1. Mike Trister Washington Research Project 2. Mark Yudof Harvard Center on Law & Education Cambridge, Mass.
5 p.m.	DINNER	

FREE EVENING

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* All sessions will be held at the Sonesta Hotel at Thomas Circle and 14th Streets, N.W., Washington, D.C.

TUESDAY, SEPTEMBER 22nd
STUDENT RIGHTS

9:30 a.m. - 11:30 a.m.	LEGAL RIGHTS OF PUBLIC SCHOOL STUDENTS	
	Haywood Burns National Conference of Black Lawyers New York City, New York	
	SCHOOL BOARD	
	Bardohl Tirana Member of the District of Columbia School Board	
11:30 a.m. - 1 p.m.	LUNCH	
1 p.m.	STUDENT RIGHTS	Martin Stolar Law Commune New York City
		African-American Student Association
		Thomas Parmenter Harvard Center on Law & Education
		Claude Montgomery Senior, Taylor-Allderdice High School Pittsburg, Pennsylvania
		Craig Inge Black Students Federation Senior, Boston Latin School Boston, Massachusetts
		Gordon Jones Black Students Federation Senior, Boston Latin School Boston, Massachusetts
		Michael Wieden Former Smith Fellow Madison, Wisconsin
5 p.m.	DINNER	

WEDNESDAY, SEPTEMBER 23rd
CONSUMER PROBLEMS

9:30 a.m. - 9:50	Introductory Lecture on Credit Industry
9:50 a.m. - 10:50	Truth in Lending
	A. Harassment of Creditors
	negotiation leverage discovery devices
	B. Class Action Problems
10:50 a.m. - 11:00	COFFEE BREAK
11:00 a.m. - 11:30	C. Remedies
	D. Pendant Jurisdiction
11:30 a.m. - 12:00	Consumer Credit Protection Act
	Garnishments Private Actions
1:00 p.m. - 1:15	Holder in Due Course
1:15 p.m. - 1:30	Interlocking Loans and Sales - "Dragging the Body"
1:30 p.m. - 2:00	Sales Practices
2:00 p.m. - 2:45	COFFEE BREAK
2:45 p.m. - 4:30	Due Process and the Consumer
4:30 p.m. - 5:00	Non-judicial Responses
5:00	DINNER
7:00 - Open End	Consumer Seminar

THURSDAY, SEPTEMBER 24th

HISPANIC-AMERICAN DAY

9:30 a.m. - 5 p.m.	Hispanic-American Law Students have developed a program which will focus on problems particular to Puerto Ricans in the Northeaster United States and Mexican-Americans	
	"PUERTO RICANS"	
5 p.m.	DINNER	

FRIDAY, SEPTEMBER 25th

HEALTH SERVICES

9:30 a.m. - 11:30	Oliver Fein, M.D. Health-Pac New York City	"INTRODUCTION TO THE HEALTH SYSTEM"
	Kenneth Kimmerling VISTA-Lawyer Health-Pac New York City	"POLITICAL AND ECONOMIC ANALYSIS OF HEALTH SERVICES"
	Howard Evans People's Free Medical Clinic, Baltimore, Maryland	"DELIVERY OF HEALTH SERVICES"
11:30 a.m. - 1 p.m.	LUNCH	
1 p.m. - 5 p.m.	Laurens Silver National Legal Program On Health Problems of the Poor	"MEDICAID"
	Marilyn Rose National Legal Program on Health Problems for the Poor	"HOSPITAL ADMISSIONS"
	Margaret Ewing Washington Legal Services	"QUALITY OF CARE PROBLEM"
5 p.m.	DINNER	

SUNDAY, SEPTEMBER 27th

7 p.m. - 10 p.m.	FILM "TRIAL" Part I and II

MONDAY, SEPTEMBER 28th

PRACTICE

9:30 a.m. - 5p.m.	Dave Duggan, Director Camden Legal Services Camden, New Jersey	**"NEW JERSEY STATE PRACTICE FOR LEGAL SERVICES ATTORNEYS"
	Harold Washington Community Action Legal Services New York City	** "NEW YORK STATE PRACTICE FOR LEGAL SERVICES ATTORNEYS"
	To Be Announced	**"PENNSYLVANIA STATE PRACTICE FOR LEGAL SERVICES ATTORNEYS"
	To Be Announced	**"PRACTICE BEFORE FEDERAL DISTRICT COURTS FOR LEGAL SERVICES ATTORNEYS"

TUESDAY, SEPTEMBER 29th

JUVENILE JUSTICE

9:30 a.m. -11:30	Jonathan Weiss Columbia Center on Welfare and Social Policy	"JUVENILE COURTS & NEGLECT PROCEEDINGS"
11:30 a.m. - 1 p.m.	LUNCH	
1 p.m. - 5 p.m.	Brian M. Olmstead, Managing Attorney Massachusetts Legal Services	"RIGHT TO TREATMENT"
	Judge Orman Ketcham Juvenile Court, D.C.	"REFORMS WITHIN THE JUVENILE COURT SYSTEM"
	Marcia Lowry Smith Fellow New York CALS	"INSTITUTIONAL REFORMS"
	Evelyn Williams VISTA Lawyer -Field Supervisor New York University	"TOPIC TO BE ANNOUNCED"
	Other Speakers To Be Scheduled	
5 p.m.	DINNER	

* Each State Practice lecture will take approximately 3 to 4 hours. Each Reggie is being asked to attend one.

WEDNESDAY, SEPTEMBER 30th

COMMUNITY ADVOCACY
(The People's Lawyer)

9:30 a.m. - 11:30 a.m.	Leonard Ball Washington Urban League Washington, D.C.	"COMMUNITY ORGANIZATION PRINCIPLES AND TECHNIQUES"
11:30 a.m.	LUNCH	
1 p.m. - 2:30 p.m.	Timothy Jenkins Chairman, Match Institution Washington, D.C.	"ADMINISTRATIVE PROCESS: LOCAL & FEDERAL GOVERNMENTS"
2:30 p.m. - 3:45	Irving Brown Cherryhill Legal Aid Baltimore, Maryland	"COMMUNITY INPUT INTO THE LEGISLATIVE PROCESS"
3:45 - 5 p.m.	Anita Shelton Washington Urban League Washington, D.C.	"CITY SERVICES: COMMUNITY SCRUTINY AND MUNICIPAL RESPONSIBILITY"
5 p.m.	DINNER	

THURSDAY, OCTOBER 1st

DRUGS

9:30 - 5 p.m.	Colonel Rafiq M. Bilal Blackman's Development Center Drug Cure Program, Washington, D.C. United Harlem Drug Fighters New York City Patricia Bath, M.D. Addiction Research & Treatment Corp. Brooklyn, New York John Rea, Vista Lawyer New York University William Statsky, Vista Lawyer New York University Richard Taylor, M.D. New York Associate of Voluntary Agencies on Drug Addiction & Substance Abuse Robert DuPont, M.D. Administration Narcotics Treatment Washington, D.C. Rod Boggs Lawyers Committee for Civil Rights Under Law Washington, D.C.

FRIDAY, OCTOBER 2nd

LABOR

9:30 a.m. - 2 p.m.	Howard Lesznik University of Pennsylvania Philadelphia, Pennsylvania	"COMPANY UNIONS"
	Mort Cohen Former Director South Brooklyn Office For CALS	"UNEMPLOYMENT COMPENSATION
2 p.m. - 5 p.m.	FILM "TRIAL" Part III and IV	

SATURDAY, OCTOBER 3rd

GO HOME!

NEW EDITOR FOR NEWSLETTER

Neighbors's Ink now has a new editor appointed by the Board at its November meeting. Everett Waldo of the Takoma area now fills the place vacated by Chip Wood in the summer. Mr. Waldo is a staff member of the U.S. Commission on Civil Rights, served on the staff of the Kerner Commission last year, and previously was an education specialist in the HEW school desegregation program.

BOARD VACANCIES FILLED

Bill Denham has been appointed to serve as Social Services Committee Chairman, an important leadership position which has been vacant far too long.

Chris Mould will now serve as Publicity Committee Chairman, replacing Chip Wood who resigned, due to increasingly heavy duties with the Washington Urban League.

NEW VACANCIES have occurred with the resignation of Ray Thelwell as the Shepherd Neighborhood Representative, and of Greg Swanson, Board Secretary. A search for new people to fill these slots is now underway.

MEMBERSHIP DRIVE CONTINUES

Volunteer Canvassers have been prowling the neighborhoods signing up new members and renewing membership of old members. The Drive is under the direction of Mrs. Barbara Cuban, chairman of the Membership Committee. Mrs. Cuban reports a growing interest in Neighbors' as a result of the many doors which have been knocked on.

Continuing activities of Mrs. Cuban's Committee include open houses for new members like the one held at Willo and Larry White's in December, and a team of visitors who call upon new residents at their homes to welcome them.

Information on your new neighbors can be given to Mrs. Cuban by calling 882-0986.

NI SPEAKER ASSISTS SUBURBAN GROUP

Mrs. Martha Graham, former chairman of NI's Real Estate Committee spoke recently to a meeting of the Chillum-Ray Civic Association in Prince Georges County. In her talk she emphasized the early efforts of NI toward stabilization of the neighborhood. During the question period she made those experiences relevant to the suburban group's problems.

OUR NEIGHBORS IN THE NEWS

NORMAN YOUNG, Senior at Coolidge, was named to the first offensive, All-Metropolitan High School All Star Football Team, as well as to the Interhigh West All Star Offensive Team.

ERNEST WEBSTER, another of our Coolidge Seniors, and also on the Interhigh West All-Star Offensive Team, was named to the second, All-Metropolitan High School All-Star Football Team.

THURMAN HARMON, also at Coolidge, was named to the Defense of the Interhigh West All-Star Team.

WANDA PHILIBERT was recently featured in the Washington Post with her two Viet Nam War Orphans.

MRS. BARRINGTON D. PARKER has been named alternate National Committeewoman for the DC Republican Committee.

NEWLY ELECTED OFFICIALS INVITED TO NI AREA

On behalf of NI and our Real Estate Committee, Mrs. Esther Peterson is giving her time and gracious manner in order to write to newly elected Senators and Congressmen, telling them about the advantages of living in our area, and inviting them to do so when they move to Washington. Senator Charles Goodell (R-NY) and Representatives Brock Adams (D-Wash) and Donald M. Fraser (D-Minn) have sent letters to the newly elected members of each house urging them to live in the District.

THE WEEK'S COLDEST WEATHER REPORT

"The last few days have been very cold, registering 8-12 degrees below zero. They have been beautiful to look at from the inside but slightly trying to be out in. The Pine Grosbeaks don't seem to mind and are eating the frozen apples on the trees."

(From the Hardwick, Vermont Gazette. What hot or cold reporting styles appear in your hometown newspaper? Would you send them in to us, please.)

BRIGHTWOOD ELECTS NOMINATING COMMITTEE -

at the annual meeting November 18th held at the home of Dr. and Mrs. George W. Snowden. Featured speaker was school board candidate Mrs. Luriel Alexander. Elected to serve one year terms on the Nominating Committee were Mrs. Luveta Gresham,(RA 6-7878); Miss Idella Murray (723-3190) and Dr. George Snowden (TA 9-8651).

EDITORIAL COMMENT

Neighbors, Inn. is a respected community organization with recognized influence in city affairs. Neibhbors provides a means for residents to deal effectively with the complexities of our local government.

At the same time, residents who identify with the organization also come to identify with each other. The organization therefore serves important personal needs as well as community action.

"A Story for the Season", appearing on page one, illustrates something about being neighbors at the personal level. The Freeway and School Board Election stories demonstrate effectiveness on the community.

Your editor believes in the practical necessity of both levels. We intend that the Neighbors' Ink will serve both levels.

I have already called upon each Neighborhood Representative to find reporters in his area. Those reporters, and the Reps, and many others, will be called upon to help make this newsletter an effective, instrument to serve the needs of Neighbors' neighbors.

FREEWAYS (continued from page one)

Hairston also raised the question of when do cars go, when they get to the end of the freeway. Another question was t hat of additional parking areas needed, and the loss of valuable downtown land to parking space.

Since the NCPC and Council adoption of the new plan, there has been considerable negative rumbling from some suburban interests. However, it is worth pointing out that every suburban county and municipality passed bond issue refereddums to finance the rapid rail transit program with plenty of margin.

Mr. Hairston said later, that there is still a long way to go, but that he had some hope that Congress would listen to the will of District residents regarding the freeways, and listen to suburban residents regarding rapid transit, and act responsibly for the best interests of both groups.

***** CLASSIFIED ADS *****

PIANO INSTRUCTION - combined technique and theoru from experienced teacher in NI area. Private lessons $16 per month. Call 882-6742.

LIBRARY JOB, ASSOCIATED PRESS. perm. pos. $88/wk. to start, some typing, b.s. Degree not required, interest in the news helpful. call Austin Scott 234-5400

STORY (continued from page one)

The first Christmas the family was together, the parents wondered how a family-style Christman would turn out. There was no way to know. Nothing was sure, everything was chaos. At Christmastime the Five talked more about their real parents than they had earlier. They said mostly that they hoped their real mother and father would not find them and take them away.

In the year and a half since they have been in their new home, some changes have be gun. John's fighting has been turned toward team sports; Robert's shell is broken, but the emerging Robert is badly damaged. Susan's crying stopped long before the rocking chair began to wear out, and Sandy has discovered she is pretty. She and Sherill are young ladies now.

Their new parents attribute many of the changes to the care and concern shown by their neighbors. Neighborhood fathers have been important men in the lives of John and Robert. School friends and their families have helped each of the Five in different ways. Scout leaders, recreation directors, and church people have given care and support. But most of all a sensitive school principal and a concerned faculty have given invaluable guidance both to the children and their "parents".

Christman 1968 is one full of certainty for the Five. Last years' decorations are signs to them of security. Wheras Christmas was never sure and always chaotic, this year there is a common expectation that Christmas will indeed come.

There is still a lot of noise in the new big house. But it has changed: there is more laughter and fewer tears. When there is silence it is not the dreadful silence of fear, but the silence of knowing who they are and where they are going to be tomorrow.

In its important points, this is a true story; only the names and other details in the story above have been chaned to conceal identity. And the Five with their foster parents, live in the Neighbors' Inc., Area. They are our neighbors; and they say their success to date is largely because we have been their neighbors.

KNIGHTS CITY CHAMPS
(addition to story on p.5)

The story on P. 5 about the Neighbors Knights football team inadvertantly neglects to mention the Knights' undefeated season won them the city-wide championship in the Roving Leaders Unlimited Tackle Football League, sponsored by the D.C. Recreation Department.

NEIGHBORS KNIGHTS CITY CHAMPS

The Neighbors Knights football team, sponsored by NI and the Woody Bartges Boys Club, turned out an impressive undefeated season. Only one team scored against them, and two teams forfeited the game because the Knights were too good and too big.

Games and scores -

Build Black, Inc. Panthers	23-0
Layton Falcons	60-0 and 36-0
Northeast Hawks	36-0
Edgewood Giants	forfeit
Watts All Stars	19-0
Northeast Rams	7-6
4-H Nitros	forfeit

The game against the NE Rams was the close one; with only 9 seconds left the Rams tried for a field goal but failed.

After each game the Knights gave a trophy to the outstanding player on the other team as well as to their own outstanding player. On one occasion at least, the Knights provided the opposition with helmets when they showed up with too few. It is not known whether this was an act of charity or whether the Knights were calling the bluff of their challengers.

The Knights are made up of young men from 17-23 years old. NI bought jerseys for the team as a part of the support. The games at home were played at the Fort Stevens Playground, the use of which also was arranged by NI.

Turk Gilmore has been the spark behind the team, and deserves great credit for the spirit and record made by the Knights. Neighbors congratulates Turk and the Team!

NEIGHBORS SUPPORTS REC CENTERS

Support for our several recreation centers has been provided by NI by $10. contributions each to the Takoma, Fort Stevens and Emory Recreation Centers.

TAKOMA REC CENTER ANNOUNCES ACTIVITIES

A major seasonal activity at the Takoma Rec Center will be a carolling party on Monday, December 23rd. Carollers should meet at the Center at 5:30 p.m. and return after singing for refreshments and good times. Every age singer is welcome, but if you're under 10, please bring a parent or older brother or sister.

Post Christmas Basketball Tourney is being held at Rabaut Jr. HS. Your team can play. Three age-classes: 12 and under, age 13-15, and age 16-18. Sign up with Charles Butler at the Takoma Rec Center as soon as possible. Phone RA 3-8222.

Ballet Classes for all ages of girls will begin again January 4th for 10 weeks. Register any time at the Takoma Rec Center, phone RA 3-8222.(small fee)

HOME TEAM WINS FIRST ANNUAL CHITTERLING BOWL

The Neighbors' Knights defeated the Black Panthers from Build Black, Inc., 32-0 at the First Annual Chitterling Bowl game played on Thanksgiving Day at the Coolidge Stadium. Neighbors Knights are supported by NI and NI efforts made possible the use of the Coolidge Stadium. Despite the rain, an enthusiastic crowd witnessed a spirited game by a great team. Congrats, Knights!

NEW NEW NUMBER-JUNIOR NEIGHBORS JOB AGENCY

Miss Sylvia McRoy is the new coordinator for the Junior Neighbors Job Agency. Her home number is 526-7372. Miss McRoy is also Treasurer of Jr. NI, but she emphasizes that the two positions are not related.

All NI residents are encouraged to seek part-time general help from Jr. NI Job Agency. Baby-sitters, window washers, yard cleaners, etc. Clients may arrange terms and time with workers.

WASHINGTON'S BIRTHDAY DANCE SCHEDULED FOR WASHINGTON'S BIRTHDAY

By special arrangements and thoughtful planning, Jim Peyton's committee has scheduled the Washington's Birthday Cabaret-Dance for Saturday, February 22, 1969. Music by Bob Craig's Jazz Artists will make the event one not to be missed. Ticket information will be published in January, but set aside the date now, to be present at the Ohev Sholom Synagogue, 16th and Jonquil Sts. N.W.

HIKING FOR AFRICA!

Operation Crossroads Africa will sponsor its fund-raising hike through Rock Creek Park in April. A full-time director will coordinate plans by schools and youth to participate. Preparations will include lectures by Africans residing in Washington and by returned volunteers. Your willingness to help and/or participate can be registered by calling 362-9020.

NI AVAILABLE IN ART FORM

Attention should be given the drawing on the cover of the 10th Annual Report. Done by one of our Neighbors, JOANNA VOGELSANG, the drawing is available in posters 18" x 30" for only $2.50 at the NI office.

APPLY NOW FOR FEDERAL CITY COLLEGE

Applications are now available for enrollment in the Freshman Class for next year at Federal City College. First-come, first-admitted basis will determine the membership of the class, and 3500 forms have been sent out already beside those available to high school seniors.

Information and forms are available at the admissions office, 425 2nd St. N.W., or phone 628-8640.

TENTH ANNUAL REPORT CONCLUDES FIRST DECADE FOR NI

At the end of ten years, NI's effectiveness is reaching to many cities where groups are seeking to emulate NI's work. The Annual Report mentions the many ways which our community organization serves both its own neighborhoods as well as the whole city and even other cities. The philosophy under which NI operates is implicit in the description of the activities, and the activities give reason for pride.

But perhaps most important, as the Report cites the many activities and the continuing influence of Neighbors' Inc., the Report stands as a testimony of hope, over against the tragic year in which the Report is made. To the Founders of NI especially, but to all its members, congratulations are due as the second decade begins. (Free additional copies of the Report are available at the NI office.)

COMMUNITY NEWS SERVICE

Neighbors' INK is essentially a community newsletter, by the community and for the community. Many organizations sponsor activities which are open to the public and of general interest. Churches, PTA's Recreation Centers, Student groups and others are requested to submit their plans of activities to the editor for inclusion in INK. We look forward to expanding our community news service. Editorial discretion will be used wherever necessary. Mail information to the Editor at the Neighbors' Office, or use the phone.

COPY DEADLINE will be Friday following the monthly Board meeting which is the second Wednesday. For the January issue the deadline date will be January 10th.

Mailing is scheduled for one week later, so items for the January issue should be for dates later than January 17th.

THANKS TO VOLUNTEERS

Volunteers who have served NI both in the NI office and in their homes during November include:

Mrs. Yetta Appel	Mrs. Inez Smith-Green	Mrs. Bedelia Henderson
Mrs. Winifred MacNair	Mrs. Gay Sa'adah	Mrs. Betty Lashman
Mrs. Betty Peer	Mrs. Geri Berkman	Mrs. Laura Arner
Miss Mary Wallace	Mrs. Henrietta Rowe	Mrs. Sarina Hirshfeld
Mrs. Sylvia Schlitt	Mrs. Shirley DeVaris	Mrs. Pauline Merck
Mrs. Susan Gessert	Mrs. Judy Cohen	Mrs. Mary Jacobs
Mrs. Lori Radloff	Mrs. Norma Melendez	Mrs. Barbara Blount

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Ford Foundation
Letter

VOL. 2, NO. 7 OCTOBER 15, 1971

This issue covers the period since September 1, 1971, including new grants and projects and other matters of general interest.

Calcutta

Calcutta, the archetype of urban problems in poor countries, has again become a center of world attention, as a refuge for millions fleeing from the civil strife across the border in East Pakistan. The new burden comes just as a thin ray of hope had begun to shine in long-neglected Calcutta—a government commitment to spend from seven to ten times as much for public works as the annual average in recent years.

The Ford Foundation has just completed a decade of assistance for planning efforts toward Calcutta's improvement with a **$784,000** grant to the **Government of West Bengal,** the teeming, volatile state of which Calcutta is the capital. Totaling $5.5 million, the assistance has been concentrated on the Calcutta Metropolitan Planning Organization (CMPO), whose master plan guides the central government's expanded development program. The plan covers an array of needs—from transportation (e.g., new crossings for the Hooghly river, whose single bridge is sorely overtaxed with 33,000 vehicles a day, from bullock carts to buses) to scientifically designed low-income housing. Projects include safe drinking water, underground sewers, and other improvements in the 3,000 slum sections (bustees) that contain at least one million of Calcutta's eight million people.

CMPO now serves as the planning arm of the newly created Calcutta Metropolitan Development Authority, which has broad powers to finance and execute public works. The Foundation's assistance over the next two years will concentrate on social and economic improvements. These will include health, family planning, nutrition services, and education and community facilities organized around 650 new primary schools. Another focus will be the creation of jobs for the half of Calcutta's work force that is unemployed or underemployed. The Foundation also will assist Indian agencies' efforts for better planning, management, and mobilization of aid from the World Bank and other assistance agencies. More than in the past, work will be done by Indian specialists and agencies.

Project Director:
Shri B. C. Ganguli, Commissioner, Town and Country Planning, Development and Planning Department, Government of West Bengal, 18 Rabindra Sarani, Calcutta 1, India.

Published Comment and Reports:
Basic Development Plan for the Calcutta Metropolitan District 1966-1986. Calcutta Metropolitan Planning Organization. New York: International Publications Service, 1966.
"Millions of Refugees, Calamity for India," James Wallace. **U. S. News and World Report,** June 28, 1971.
Special Agencies in Metropolitan Calcutta, M. M. Singh. New York: Asia Publishing House, 1968.

The First "R"

Employing the same verve, energy, and expertise that was applied to the series, "Sesame Street," the **Children's Television Workshop** will initiate on October 25 a new program to help millions of children read better. A Foundation grant of **$1 million** will partially support the new series, known as "The Electric Company," and will contribute to a third season of "Sesame Street."

Unlike "Sesame Street," which is designed for pre-schoolers, "The Electric Company" is beamed at school-age children seven to ten years old who lag behind in fundamental reading skills—such as the ability to "sound out" or "decode" new words and the cognitive ability to know what a word means in differing contexts. Focused on skills at second-grade reading levels, the television series will supplement rather than replace in-school instruction. The programs will be aired twice a day, once during school hours so that teachers can incorporate them into their teaching schedules if they wish.

"The Electric Company" will draw from a variety of classroom approaches to the teaching of reading and will incorporate special film and electronic effects. Joan Ganz Cooney, president of the workshop, cites several advantages of television in the teaching of reading: "Animation, for instance, can give life to abstract symbols and can communicate that the function of a symbol is to convey meaning. Music and sound effects...can enliven the presentation of letters and words. Humor and incongruity can help focus a child's attention on a subject he may have found difficult in the classroom, and can bypass or relieve any anxiety over previous failure."

A six-member actors' repertory group, among them Bill Cosby and Rita Moreno, and a rock music group of seven- to ten-year-olds will perform with material built around the instructional goals of the show.

Project Director:
Mrs. Joan Ganz Cooney, Children's Television Workshop, One Lincoln Plaza, New York, N.Y. 10023.

Published Comment:
"The Right to Read," David Dempsey. **Saturday Review,** April 17, 1971.
"Big Bird Meets Dick and Jane: A Critique of Sesame Street," John Holt. **Atlantic Monthly,** May 1971.

Conserving the Conservatories

In the United States, as in Europe, conservatories—independent schools of music—have been the major training grounds for musicians. One-third of American-trained concert

IN THIS ISSUE:

New Grants:
Calcutta 1
The First "R" 1
Conserving the Conservatories 1
Which English? 2
Earn As You Learn 3
African Economic Research 3
Forces in School Leadership 3
Justice for Accident Victims 4
Fighting Hunger in Latin America 4
What Price Tenure? 6
Other Grants Announced 6
Special Report: The Scholarly China Watchers 5
Appointments 8

artists under professional management, for example, studied at The Juilliard School; twenty-six current members of the Boston Symphony attended The New England Conservatory of Music; and 95 per cent of the students at The Cleveland Institute of Music are studying to become professional performers.

These conservatories and a few others of comparable quality offer a unique environment for nurturing professional musical talent. They all have small enrollments, ranging from 150 to 750 exceptionally able and strongly motivated students. They are staffed mainly by professionals still active in their careers. And they are usually located in large cities that have orchestras, operas, ballet companies.

But training musicians is expensive, and some conservatories have been forced out of existence. Most of the remaining first-class independent schools are at a financial crossroads. The Foundation recently granted some $10.8 million to buttress the long-range training resources of three major schools, Juilliard, the Cleveland Institute, and the New England Conservatory.*

The grants will support endowment drives and will be matched in varying ratios:

—The Juilliard School, $7,275,000, of which $7 million is for the school's endowment drive, to be matched on a one-to-three ratio over five years. The rest was earmarked for wiping out a past deficit without invading capital.

Headed by composer Peter Mennin, Juilliard has a college-level enrollment of 741. The school moved into its new building in Lincoln Center in 1969. Following the move, the scope and variety of its programs expanded, and maintenance costs soared, requiring the school to seek funds publicly for the first time. It aims to double its $30 million endowment in the next five years.

—The Cleveland Institute of Music, $1 million, with a one-to-two matching requirement, payable over four years. The resulting $3 million, added to the present $2.7 million endowment, will give the institute a solid capital position.

*The Foundation from 1965-1967 gave matching grants, totaling $3.2 million, to three conservatories, and in 1963 began a major musical scholarship program, totaling $580,000, with eight independent schools.

Directed by pianist Victor Babin, the institute is one of the country's smallest (200 students) but strongest independent schools of music. It maintains a close relation with the Cleveland Orchestra, many of whose members are on the faculty.

—The New England Conservatory of Music, $2.5 million, of which $2 million is for the endowment, with a one-to-three matching requirement within five years, and $500,000 is designated to help eliminate the school's deficit.

Founded in 1867, the New England is the oldest private conservatory in the United States. Its graduates are in almost every major symphony orchestra. Headed by Gunther Schuller, a composer, conductor, and performer, the school has 535 students, plus a large preparatory division.

Project Directors:
Peter Mennin, The Juilliard School, Lincoln Center Plaza, New York, N.Y. 10023.
Victor Babin, The Cleveland Institute of Music, 11021 East Boulevard, Cleveland, Ohio 44106.
Gunther A. Schuller, The New England Conservatory of Music, 290 Huntington Avenue, Boston, Mass. 02115.

Published Comment and Reports:
Performing Arts: The Economic Dilemma, William J. Baumol and William G. Bowen. Cambridge: MIT Press, 1968.
"Where the Dollars Go," Martin Mayer. **Saturday Review,** February 28, 1970.

Which English?

When a minority-group student's way of speaking English differs from standard English, he often suffers in school. This has been true at least since the waves of European immigrants in the 19th century and continues to be true today for some—far from most—students from black and other ethnic minorities.

A year ago, the Language Curriculum Research Group at **Brooklyn College** received a Foundation grant, now supplemented with **$90,498** for the next year, for linguistic experiments to improve the standard English skills of certain black students entering college. The students in question have English habits different enough from the standard to have the characteristics of a dialect, sometimes called "black English."

In the climate of intensified racial awareness, attempts to deal with differences sometimes generate misunderstanding. This was one such case. *Crisis,* the magazine of the National Association for the Advancement of Colored People, misunderstood the program as one aimed at teaching the dialect, and denounced it as "Black Nonsense." On the same erroneous premise other publications echoed the charge.

To the contrary, the experimental course for freshmen is designed to improve the teaching of *standard* English (which, in linguistic terms, also is a dialect). Using linguistic findings, the Brooklyn College specialists take the students' facility with nonstandard English as a starting point—to pinpoint the contrasts between the dialect they speak and standard English, and to design instructional materials and techniques that can help them improve their writing of standard English.

Another purpose is to demonstrate to teachers that users of nonstandard English operate under a separate set of linguistic rules that go beyond simple differences in pronunciation.

Most black students use standard English regularly in urban schools. But others need help in learning to use the mainstream dialect if they are to succeed. Such help—not the reinforcement of nonstandard English, as some hasty critics have thought—is the purpose of the Brooklyn College work.

Project Coordinator:
Samuel Moore, Brooklyn College, Building T2, Room B6, Bedford Avenue at Avenue H, Brooklyn, N.Y. 11210.

Published Comment:
"Black English," O. Mellon. **New Republic,** January 16, 1971.
"Keys to Standard English; Altering the Speech Patterns of Minority Group Children." **Education Digest,** January 1971.
"Teacher Attitudes Toward Nonstandard Negro Dialect." **Education Digest,** May 1971.

Other new grants related to minority education were:

Trinity University (San Antonio, Texas), $41,450, to provide special services for local Mexican-American students. Trinity enrolls a higher proportion of Mexican-Americans than any other private college in the area. It is seeking to reduce the dropout rate by such means as a week-long orientation period for freshmen; an off-campus cultural center in West San Antonio where most of its Mexican-American students live; and expanded tutoring, counseling, and extracurricular programs.

United Negro College Fund, $15,000, for partial support of an all-day student recruitment conference in New York City, October 23, on behalf of thirty-eight traditionally black colleges. Participants will include high school students, counselors from secondary schools and two-year colleges, and representatives of school boards, teachers unions and associations, and other agencies that seek opportunities for college-bound minority students.

Earn As You Learn

The undergraduate who interrupts his college education is now a commonplace phenomenon. Some leave to commune, with each other or with nature. Others leave to work, at jobs that may or may not have anything to do with their studies.

The practice of students' devoting part of their year to full-time jobs related to their academic program—known as "cooperative education" or work-study—is far from new, but a decade ago it engaged only some 20,000 students. Today more than 100,000 students are enrolled in work-study programs at 201 colleges and universities. They will earn over $220 million this year.

The Foundation helped this movement along in the 1960s by direct grants to several colleges and universities that offered planned alternation between on-campus study and career-related employment. It also assisted the major information center for such efforts, the **National Commission for Cooperative Education,** which now has received an **$80,000** supplement for the next two years. The commission provides consultants and technical assistance for colleges setting up work-study operations, and keeps them informed through conferences and publications.

Continued upgrading of existing cooperative education programs is becoming just as important to the commission as the establishment of new ones. This is significant at a time when there is a great need for making college structures more flexible. As a recent HEW-appointed task force headed by Frank Newman of Stanford University suggested: "There are literally millions who can benefit from new approaches to an education—young people who choose to leave in the middle of their college program but who want some contact with higher education; women who choose both family and education; people needing professional training for new careers; workers already involved in jobs and families; urban ghetto residents lacking the finances or self-confidence to go to a campus...."

In face of the mounting financial crisis in higher education, the "earn-as-you-go" aspects of cooperative education are also noteworthy. Congress recognizes this potential, and Federal legislation promoting work-study programs may soon receive more substantial funding.

Project Director:
George E. Probst, National Commission for Cooperative Education, 52 Vanderbilt Avenue, New York, N.Y. 10017.

Published Comment:
"All in a Day's Work-Study." **American Education,** January 1970.
"Beyond the Classroom: Life Experiences in the Field," G. L. Williams. **The Clearing House,** October 1970.
"New Careers in Action," Ruth MacFarland. **Educational Leadership,** January 1971.
"The Cooperative Education Program." **American Education,** January 1971.

African Economic Research

In drafting Nigeria's first post-independence development plan, foreign economic specialists played a major role. In contrast, the Second National Development Plan, released late last year, is much more a homegrown affair. The framework for its preparation emerged from a conference organized a year earlier by the Nigerian Institute of Social and Economic Research, an autonomous unit of the **University of Ibadan.** Since the government's own economists and planners are spread thin to meet operational demands, the institute is in effect the research arm of the government, which supplies most of its funds. The Foundation has, since 1966, supported the institute's effort to build up its Nigerian research staff relative to staff members from other countries. A recent supplementary grant of **$200,000** continues this effort for two more years.

The Foundation also supports a similar institute in Ghana. In both cases the objective is to help African nations strengthen their economic research capacity by increasing the number and quality of researchers and by shifting from essentially academic research to work focused more sharply on national development priorities. Foundation aid to these institutes complements its support of specialists requested by various government departments concerned with development.

The Nigerian institute's recent contributions include work on economic reconstruction after the civil war. Impeded itself by the war, the institute, with a thirty-five-member staff, is back on the track of research fundamental to economic planning, although it also provides consultants on industrial development. Its work includes population studies, urban and regional planning, and evaluation of projects. Subjects have ranged from the economics of the Nigerian beef, petroleum, and coal industries, to the Nigerianization of trade, to the economic and social aspects of the huge Kainji Dam project, including resettlement of 50,000 people.

The new grant covers advanced training fellowships for Nigerian staff and the addition of five research assistants. It will also support foreign economists still needed as research collaborators while the staff is further Nigerianized.

Project Director:
Dr. H. M. A. Onitiri, Director, Nigerian Institute of Social and Economic Research, University of Ibadan, Ibadan, Nigeria.

Published Comment and Reports:
Economic Development in Nigeria, Victor P. Diejomach. New Jersey: Industrial Relations Section, Princeton University, 1965.
Peasant Agriculture, Government, and Economic Growth in Nigeria, Gerald K. Helleiner. New Haven: The Economic Growth Center, Yale University, 1966.
Research for National Development, J. M. Barbour and M. G. Cowper. Nigerian Institute of Economic and Social Research, University of Ibadan, April 1967.

Forces in School Leadership

Policy-making in public education is no longer the unilateral domain of school boards. Teacher unions and school management (superintendents, principals, and other administrators) are *de facto* partners. For example, collective bargaining agreements now cover about 60 per cent of all teachers in school districts that employ 1,000 teachers or more, and teacher organizations have a say in curriculum, class size, and hiring and firing procedures.

Improved public education depends in part, then, on both a more highly trained teacher leader and a better breed of school administrator. Several new grants reflect these needs: **$101,900** for the **City University of New York** (CUNY) to plan seminars on public policy issues for leaders in teacher associations and unions; and supplementary grants totaling **$1.7 million** to seven universities*

*Atlanta University, Claremont Graduate School, University of Chicago, Teachers College (Columbia), University of Massachusetts, Ohio State University, University of Pennsylvania.

for the training of new educational administrators.

More than 2,000 teachers work as full-time professionals for the local and state affiliates of the two large teacher organizations—the National Education Association (NEA) and the American Federation of Teachers (AFT). Many of these teacher-leaders, however, have received little training in the public processes they deal with—e.g., taxation, housing, social services, employment, health, and law enforcement, and racial and constitutional aspects of such issues as school authority over "disruptive" students.

CUNY will plan four- to eight-week training sessions on such matters. Participants will come from throughout the country. The seminars will complement NEA and AFT training institutes, which concentrate on negotiation techniques and grievance arbitration.

The Foundation's program to advance educational leadership at the administrative level began in 1969. The participating universities seek talented doctoral fellowship candidates, including women and members of minority groups, who come from business, government, and other career backgrounds as well as from education. Generally, these students choose liberal, university-wide study plans based on individual interests and talents rather than on required departmental curricula. The programs also stress internships of from several months to a year in which the doctoral students work in a school system, governmental agency, or education-related organization.

Carried forward one year with the supplementary grants, the seven university programs have joined in a consortium (assisted by a grant of **$33,890** to the **Organization for Social and Technical Innovation,** a nonprofit consulting firm) to cooperate in exchanging information, recruiting and placing students, and designing clinical experiences.

Project Directors:
Professor Myron Lieberman, City University of New York, 535 East 80th Street, New York, N.Y. 10021.
Dr. Samuel Silverstein, Atlanta University, Atlanta, Ga. 30314.
Dr. Conrad Briner, Claremont Graduate School, Claremont, Calif. 91711.
Dr. Edwin Bridges, The University of Chicago, 5835 Kimbark Avenue, Chicago, Ill. 60637.
Dr. Julius George, Teachers College, Columbia University, New York, N.Y. 10027.
Dr. David Flight, University of Massachusetts, Amherst, Mass. 01002.
Dr. William Gomberg, University of Pennsylvania, Philadelphia, Pa. 19104.
Dr. Lonnie Wagstaff, Ohio State University, 1945 North High Street, Columbus, Ohio 43210.
Dr. Donald Schon, Organization for Social and Technical Innovation, 83 Rodger Street, Cambridge, Mass. 02142.

Other grants related to school improvement were:

University of California (Los Angeles), $110,700, for partial support of school-community seminars for parents, students, teachers, administrators, and citizens at large in areas of Los Angeles undergoing major racial change. Conducted by university personnel, the seminars are aimed at easing problems of transition in the schools and the communities they serve. The hope is that the seminar groups, in their makeup and modes of operation, will provide models for the Citizens Advisory Councils mandated recently by the Los Angeles Unified School District.

District of Columbia Board of Education, $87,000, to enable the board to contract with a private accounting firm. The objectives include systems for more effective expenditure control, budgeting, and assessments of accounting and financial control, personnel-payroll procedures, and data processing services.

Early Education, $30,000, administered by the Foundation itself, to document and disseminate information on new approaches to early education. This represents final costs for a British Schools Council series of twenty-three paperback books on school practice in England. (See *Letter,* September 1, 1971, p. 1.)

University of Massachusetts (Boston), $400,000 supplement, to establish an Institute for Learning and Teaching, serving Boston school teachers from public, parochial, and community schools. Projects will include the training of teachers for two new "open space" public schools scheduled to open in 1972, help in acquainting teachers of Spanish-speaking children with Puerto Rican culture and the Spanish language, and a program to enable community residents working in the schools to earn a bachelor's degree and full teacher certification.

Published Comment:
"Leadership Theory for Educational Administrators." **Education,** April 1970.
"Policy Maker and Educational Change." **High School Journal,** February 1971.
"Successful Innovation Through Effective Educational Leadership." **Secondary Education,** March 1971.

Justice for Accident Victims

Only 45 per cent of people seriously injured in automobile accidents receive compensation, insurance premiums are continually on the rise, and the settlement of claims clogs up court calendars and may take years to complete. In response to these conditions, over half the states are considering plans in which accident victims can recover losses from insurance companies without litigation and regardless of whose fault the accident was. (Several such "no-fault" plans are also before Congress.) A few states have already enacted no-fault legislation. In Massachusetts, insurance companies must now pay medical expenses up to $2,000 on a no-fault basis. In Puerto Rico, a complete no-fault insurance system has met with such success that premiums have dropped.

A multiplicity of no-fault laws in various states would be chaotic. Therefore, the **National Conference of Commissioners on Uniform State Laws,** assisted by a **$100,000** Foundation grant and a contract from the U.S. Department of Transportation, will draft model state legislation on no-fault insurance aimed at relieving court congestion and improving the administration of justice for accident victims. Members of the conference will meet with representatives of the insurance industry, the government, and consumer groups to determine a fair system. Uniform laws should correct current situations in which minor accident victims are sometimes paid too much in out-of-court settlements and persons with major losses, such as permanent injuries that affect their earning power, are shortchanged in cases that do reach the courts. Other improvements should be faster payments of claims, sharply reduced legal and administrative costs, and a corresponding reduction in premium rates.

Project Directors:
Robert L. Bombaugh, Jenner and Block, 135 South LaSalle Street, Chicago, Ill. 60603.
William J. Pierce, Executive Director, National Conference of Commissioners on Uniform State Laws, 1155 East 60th Street, Chicago, Ill. 60637.

Published Comment:
"No-fault Auto Insurance: What is It?" **America,** June 19, 1971.
"The No-fault Auto Insurance Controversy." **Congressional Digest,** June 1971.

Fighting Hunger in Latin America

Malnutrition is a severe problem throughout Latin America. Brazil's Northeast, for example, is the largest pocket of poverty and malnutrition in the Western Hemisphere. Two-thirds of its 28 million people suffer from protein-calorie deficiency; most severely affected are pregnant women, nursing mothers, and preschool children.

The attack on malnutrition in Latin America has tended, in the past, to concentrate on treatment rather than prevention. More recently, efforts to deal with basic causes have intensified. Two recent Foundation grants that seek to advance research and training in prevention illustrate the trend.

continued on page 6

Special Report: The Scholarly China Watchers

In marked contrast to the 1950s, China studies are now in the academic current, and approaching the mainstream. More than a thousand American scholars are now working on China. The number of universities offering regular doctoral programs in Chinese studies has more than doubled since 1960. They include at least half a dozen centers of international repute.

American research on China has proceeded apace with training. The scholarly world was as well prepared for Ping-Pong diplomacy and the President's overture to the People's Republic of China as it has been for any major postwar foreign policy development. Indeed government policy-makers acknowledge that scholarship contributed to the thaw.

One of the major agencies for advancing training and research on China has been the Joint Committee on Contemporary China, appointed by the American Council of Learned Societies (ACLS) and the Social Science Research Council (SSRC). Since it was organized in 1959, the committee has received most of its funds from the Ford Foundation. It will receive about half of a new $1,144,600 grant to SSRC/ACLS (the rest going for work on pre-modern China, Japan, and Korea).

The Contemporary China committee's activities have included financial aid to about 150 scholars, over thirty conferences on the social-science aspects of China, and sponsorship of research aids and symposium volumes. It has had a hand in starting or supporting many specialized enterprises, including the Association of Research Libraries' Center of Chinese Research Materials in Washington, D.C., which procures and disseminates materials on the Republican (1911-1949) and contemporary periods.

The new funds will enable the committee to continue grants for postdoctoral research and related seminars and conferences, and to spur interdisciplinary and comparative study of China's economic development.

In addition to such scholarly bodies, universities are the other major Foundation-supported instrument for advancing China studies. Princeton University, for example, has received a five-year supplementary grant of $125,000 for research in Chinese linguistics. The project has produced reading and conversational materials for teaching Chinese and an Amoy dictionary.

Advanced students bent on a career in China studies cannot acquire full language fluency without some exposure to study in a Chinese setting. Since 1963 some 300 have been able to avail themselves of the Foundation-assisted Inter-University Program for Chinese Language Studies in Taipei.

A second overseas facility has been particularly important for doctoral candidates working on contemporary China. The Universities Service Centre in Hong Kong, recipient of a $100,000 supplementary grant, has provided hundreds of China scholars with library materials and office, refugee interviewing, and scholarly exchange facilities.

Before World War II China scholarship was kept alive by a handful of universities and the Rockefeller Foundation. Non-Western studies as a whole were little more than an academic adornment, and after the war America's China scholarship suffered from the political heat of the Joseph McCarthy era.

In 1959 the Foundation sponsored a gathering of leading specialists* to work out ways for focusing greater attention on contemporary China and strengthening China studies generally in the United States. Since then, some $60 million has been spent toward these ends: about $15 million by the Federal government under the National Defense Education Act, $23 million by the Ford Foundation, some $2 million by other foundations, and about $20 million by universities.

The Foundation has also spent about $3 million to strengthen China studies abroad, notably in the United Kingdom, India, Taiwan, and Germany. The preeminence of the United States in scholarly knowledge of China is attested to by the study visits here of overseas China scholars, from Asia and from Eastern as well as Western Europe.

"Ten or fifteen years ago," a distinguished authority on modern and contemporary China said recently, "a vintage year produced two or three outstanding American works on China. But now every *week* brings at least three or four really first-rate research studies or monographs."

In addition to such individual studies as Ezra Vogel's *Canton under Communism* and Franz Schurmann's *Ideology and Organization in Communist China,*** the decade produced a number of valuable reference works. They include biographical dictionaries and a major guide to materials for research on mainland China since 1949 and on Taiwan since 1945. Forthcoming is a work some authorities anticipate as the gem of scholarship on China—the Ming Biographical History. This international research effort on China from the fourteenth to the seventeenth centuries, a neglected and critical period of Chinese history, was organized by the Association for Asian Studies. Funded by the Foundation and other sources, it has engaged 100 scholars from three continents.

The Balance Sheet

Perhaps the greatest advances brought by the efforts of the 1960s have been in American understanding of China of the treaty-port years and of Chinese Communism and China's political structure under Mao. For scholars denied access to China and deprived of the work of mainland scholars, these are considerable achievements.

But the scholars themselves emphasize that there is still far to go. Severe imbalances persist; history remains the dominant specialty, and the other social sciences, except for political science, have not attracted enough recruits. Vast areas of China's intellectual, artistic, and social development need much deeper understanding.

Today, just as they acquire enhanced public and political importance, U.S. China studies are at a crossroads. Government support funds were sharply reduced for 1971, and while these have been restored for 1972, the outlook for the future is cloudy. The hard-pressed universities contend that they cannot maintain their centers and programs without outside help. The Foundation, while its grants will not match the level of the 1960s, hopes to assist the momentum in China studies generated in the past decade.

*They included the late John M. H. Lindbeck, whose report **Understanding China: An Assessment of American Scholarly Resources**—made last year for the Foundation—has just been published and is available on request from the Foundation's Office of Reports.

**The authors are affiliated respectively with Harvard and the University of California at Berkeley, two of the main Chinese studies centers assisted by the Foundation.

continued from page 4

The **Federal University of Pernambuco** in Recife, the major city of Northeastern Brazil, received **$97,500** for its Institute of Nutrition, which is also supported by the Brazilian Government, the UN, and bilateral assistance agencies. The funds will help expand graduate training of staff and cooperative research with other nutrition centers and with groups specializing in food production and marketing. Cooperative ventures include work with the Northeast Institute for Agricultural Research on the nutritional qualities of high-lysine corn varieties and with the Federal University of Ceará's program in sorghum production.

A **$208,000** grant to the **University of Chile** will be used by the university's Center for Pediatric Research to expand joint research with other Chilean institutions, aimed principally at developing and testing new food resources. Chile's serious protein shortage and resulting nutrition problems have aroused public concern and governmental action—such as ambitious school lunch and breakfast programs. Recent research has emphasized the development of acceptable new sources of protein from local fish and crops that may be incorporated into milk and bread products. Cooperative projects which the Foundation's grant will assist include investigation of new protein sources and extraction methods and of the relations between a family's nutritional condition and such factors as income, social status, education, and housing.

Project Directors:
Dr. Alvaro Vieira de Mello, Director, Institute of Nutrition, Federal University of Pernambuco, Recife, Pernambuco, Brazil.
Dr. Fernanco Monckeberg, Director, Center for Pediatric Research, University of Chile, Santiago, Chile.

Published Comment and Reports:
"Infant Malnutrition and Adult Learning," Nevin S. Scrimshaw. **Saturday Review,** March 16, 1968.
Malnutrition, Learning and Behavior, Nevin S. Scrimshaw and John E. Gordon, eds. Cambridge: MIT Press, 1968.
"Malnutrition and National Development," Alan Berg. **Foreign Affairs,** October 1967.

What Price Tenure?

The *raison d'être* for faculty tenure, as stated by the American Association of University Professors (AAUP) and the **Association of American Colleges** (AAC) in 1940, was "to protect freedom of teaching, research, and extramural activities," and to provide "a sufficient degree of economic security to make the profession attractive to men and women of ability." In recent years, however, these tenets have been challenged. The fixed budget expenditures dictated by tenure may hinder the changes an institution wants to make, and tenure can sometimes serve to protect the incompetent. On the other hand, many educators consider tenure an equitable price to pay for protection against threats to conscience and freedom of expression.

A study of the role of tenure in the future will be made under a grant of **$125,000** to the AAC. The AAUP will join in the inquiry.

Several new colleges, such as Hampshire College in Massachusetts, have simply not incorporated tenure into their employment practices. They offer term contracts (up to five years) or allow faculty unionization. The AAC-AAUP analysis will cover these alternatives and the effects of tenure on hiring practices, fiscal priorities, junior-senior faculty relations, and professional teaching standards.

Project Director:
W. Rea Keast, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

Published Comment:
"Tenure and the Teacher," Joan G. Brown. **The Clearing House,** February 1971.
"Tenure: Bulwark of Academic Freedom and Brake on Change," John P. Miller. **Educational Record,** Summer 1970.
"Tenure and Teacher Rights," David E. Elder. **Illinois Education,** February 1971.

Other grants related to higher education policy and management were:

University of California (Berkeley), $250,000 supplement, for research on decision-making, efficiency, and organizational structures in higher education. The work, under the general direction of President Charles J. Hitch and Professor Frederick Balderston, has involved scholars, management experts, and graduate students. Reports dealing with a broad range of practical and theoretical topics have been published.

Council for Financial Aid to Education, $15,750, for a handbook describing for corporate contribution officers the range of public and private programs that assist higher education. The purpose of the handbook, with subsequent six-month supplements, will be to inform businessmen about how other business, foundations, and government agencies spend their philanthropic dollars and to identify gaps or joint projects where business contributions can be most useful.

Yale University, $100,000, to help initiate and disseminate information on a tuition-postponement program. Beginning this year, Yale will test a loan plan through which students can defer from $300 to $800 of tuition, room, and board fees in return for an obligation to repay a percentage of their post-graduation income over periods of up to 35 years. Linking repayments with ability to pay, high earners will repay more than low earners, thus evening out the burden of tuition costs.

And...

Other grants and projects since September 1 are:

EDUCATION AND RESEARCH

Education Development Center (Cambridge, Mass.), $86,990 supplement, to design and test elementary school curricula on African art and culture. The aim is to communicate the strength and beauty of the arts of African communities in the context of geography, history, and social customs, to teach the skills of weaving, pottery, mask making, cloth making, architecture, story telling, cooking, and games, and to show how the arts express and reflect African values and aspirations.

University of Massachusetts, $50,000, for partial support, with the Sloan Foundation, of the new Frank L. Boyden Professorship, concerned with development and innovation in higher education. Research and seminar activities related to the new position will include university-wide policy studies, and surveys of possible changes in the university's structure, curricula, and degree patterns.

Stockholm School of Economics, $75,000, for visiting professors from the United States who will collaborate on a doctoral curriculum in management education. Traditionally, business education in Sweden has taken place through business executive training programs at the middle management or top management level; there has been little long-term training of management teachers and researchers.

HUMANITIES AND THE ARTS

Mills College (Oakland, Calif.), $35,200, to enable sixteen composers over the next two years each to spend three weeks at the college's Electronic Music Studios, an outstanding facility for research and learning on the technical and aesthetic possibilities of electronic equipment in musical composition.

James Van DerZee Institute, $25,190, toward the costs of preserving and cataloguing photographs of Harlem over the first half of the twentieth century by Van DerZee, a noted black photographer. The grant covers the salaries of cataloguers, the cost of special materials, and publication of a catalogue of the collection.

INTERNATIONAL

Administrative Staff College of India, $243,500 two-year supplement, for research, library acquisitions and equipment, and consulting services. The college, the major training and consulting institution for public sector enterprises in India, is developing new programs in educational planning and family planning administration.

American Council on Germany, $15,000, for partial support for the seventh German-American Conference, to be held November 14-17 in Washington, D.C.

Asia Society, $200,000, for two years, for an expanded public affairs program, including a Washington center for conferences and briefings by Asian leaders and scholars, cooperative seminar programs with educational institutions, and binational study groups on Asian-American relations.

Association for Asian Studies and **the Society of Friends of Dacca University** (Great Britain), $50,000 each over one year, to aid the relocation and temporary placement of refugee East Pakistani scholars. Committees of U.S. and United Kingdom scholars affiliated with both groups will try to secure teaching and research positions for the scholars in Asia, Europe, and the United States.

Australian National University, $191,200 three-year supplement, for expansion of staff and research dealing with contemporary China and Indonesian economics and demography. Included will be research on Chinese grain production and trade policies, China's ties with minority groups in bordering countries, and regional economic and family planning surveys in Indonesia.

University of California (Los Angeles), $199,187, for research on African religious systems by American and African scholars and students, library acquisitions, and visiting scholars. The historical role and the contemporary relevance of religion to African social and political development will be studied.

Carlos Chagas Foundation (Brazil), $255,000 over two years, for research in support of Brazilian educational reform. The grant will support research by five university behavioral scientists, doctoral fellowships abroad, and conferences of scholars and educational policy-makers.

Center for Educational Studies (Mexico), $170,000, two-year supplement, for educational research. The center has conducted studies of education as an instrument of

social change, the structure of education in relation to the labor market, and educational economics and methodology.

University of Colorado, $24,300 two-year supplement, for an evaluation, jointly with the Brazilian Foundation for the Development of Science Teaching, of modern secondary school biology curricula. The evaluation will test the effectiveness among Brazilian students of new laboratory-oriented texts and teaching aids that stress the experimental nature of biology.

Columbia University, $130,000 three-year supplement, for U.S.-Japanese parliamentary exchanges. Organized in 1968 at the suggestion of U.S. Congressmen, the program seeks to strengthen U.S.-Japanese relations through an annual meeting of legislators from both countries.

—$24,000 one-year supplement, for Pakistani studies at the university's Southern Asian Institute. The funds will support bibliographic essays of literature on Pakistan, summer language training in Bengali and Urdu, and a visiting scholar.

Economic Research Development Corporation (Colombia), $200,000 over two years, for training and research in economics. The corporation was recently formed as a nonprofit association to support problem-oriented research by Colombian economists. A related $34,000 Foundation allocation will support an Argentine economist who is advising the corporation and teaching at Colombia's University of the Andes.

Federal University of Juiz de Fora (Brazil), $100,000 over two years, for research and training in reproductive biology. A group headed by Dr. Amaury Andrade will focus research on the effects of contraceptive drugs that prevent the transport and implantation of the fertilized ovum.

Federal University of Pernambuco (Brazil), $150,000 two-year supplement, for graduate training and research in sociology and economics. Located in Brazil's poverty-stricken Northeast, the university has instituted a master's degree program in economics and sociology and is performing research on agriculture, the cost-of-living, capital formation, and urban development.

Harvard University, $100,000 for eighteen months, for research and training on taxation policies in developing countries. The program, conducted by the law school, includes a nine-month course for some twenty foreign students in the design and administration of modern tax systems, and research on international tax problems.

Institute of International Education, $145,000 three-year supplement, for fellowships for Latin American graduate students.

Louisiana State University, $65,000 two-and-one-half-year supplement, for development of the College of Agriculture at Serdang, Malaysia. The college provides training for some 600 students who serve as agricultural extension and district officers, government research assistants, plantation technicians, and teachers for secondary agricultural schools.

Michigan State University, $24,750, for a five-week research workshop on rural development in Pakistan.

Northwestern University, $18,000, for three years of summer study fellowships for some thirty students annually in South Asia languages and area studies.

University of Pittsburgh, $383,900 two-year supplement, for training and research in public administration at the University of Malaya. The program provides training for government officers in the social and administrative sciences. The grant will support overseas training for thirteen staff members, faculty advisors from Pittsburgh, and research.

Planned Parenthood Federation of America, $850,000 two-year supplement, for the federation's Center for Family Planning Program Development, which helps to prepare and coordinate community plans, publishes the quarterly *Family Planning Perspectives,* and keeps track of Washington developments. The grant will also support such new activities as setting up training institutes and seeking ways to evaluate family-planning services.

Stanford University, $301,000 three-year supplement, for fellowships, salary support, workshops, consultants, and other costs of a master's-degree program in development education for Latin American educators. The program focuses on decision-making in educational planning and administration.

University of Sussex, $33,528 for one year, for a study of the attitudes of black and white African leaders on issues dividing the independent African states and South Africa.

University of Washington, $200,000 supplement over three years, for international studies in the Institute for Comparative and Foreign Area Studies. The funds will assist research and training on South Asia, Russia, Eastern Europe, and the role of law in a variety of political and social systems.

World Health Organization, $100,000, for expanded research, development, and research training directed at development of new methods of fertility regulation. The WHO program, which is expected to receive support from a number of international agencies, involves research and training at four major centers for the study of human reproduction, clinical studies of new and existing fertility control agents at thirty laboratories, and an international documentation center for research literature in reproductive biology.

The Foundation also allocated for self-administered projects:

—**West African Agriculture,** $250,000 eighteen-month supplement for seminars, consultants, and fellowships in a program to disseminate modern agricultural methods and technology in seventeen countries of West Africa.

—**Nigerian Education,** $305,500 one-year supplement, for education specialists and consultants in education planning, curriculum development, and vocational education, and $50,000 over one year, for domestic and overseas fellowships for curriculum development specialists.

—**West Africa Economics and Business Administration,** $100,000 over two years, for overseas fellowships and other activities to strengthen teaching and research.

—**Inter-African Public Administration Seminar,** $41,450 one-year supplement, for the tenth annual seminar, to be held in Sierra Leone in November.

—**National Integration,** $50,000 two-year supplement, for exploratory research and demonstration projects to study ethnic conflict and ways to promote national unity in West Africa.

—**Middle East Development,** $784,500 eighteen-month supplement, for specialists and consultants in development planning and public administration in Jordan, Lebanon, the United Arab Republic, and Saudi Arabia.

—**Middle East Agriculture,** $528,350 eight-month supplement, for specialists and consultants for the Arid Lands Agricultural Development Project, a major effort to increase food production in the irrigated and dry lands of the Middle East and North Africa.

—**International Maize and Wheat Improvement Center** (Mexico), $34,000 over four months, for preparatory costs of the new director general and an economist.

—**Mekong Development,** $90,000 two-year supplement, for training and other costs of replacing United Nations' expatriate specialists with nationals of the four countries bordering the Mekong River on the Mekong Committee Secretariat. The secretariat is planning the comprehensive development of the river basin.

—**Rice Production,** $158,000 over two years, for support of farm trials of new varieties and production practices in eight districts representative of the major rice-growing regions of India.

—**Family Planning,** $228,000 over two years, for specialists and consultants working with family planning and reproductive biology programs throughout the Middle East, including a new population studies program at the American University of Beirut; $345,000 two-year supplement, for specialists and other assistance in support of social science research on population issues and of family planning programs in Asia; and $50,000 one-year supplement, for consultants to the National Family Planning Coordinating Board of Indonesia.

NATIONAL AFFAIRS

American Friends Service Committee (AFSC), $100,000 supplement, for legal and financial aid to Southern blacks who have been harassed in reprisal for exercising their civil rights.

Center for Governmental Studies, $150,000 supplement, for the center's program of research and technical assistance on decentralization of municipal services and citizen participation in government. The center will make a comprehensive survey of neighborhood government within cities.

Delta Foundation and **Mississippi Action for Community Education** (MACE), $100,000 and $200,000 supplements, respectively, for continued community development in fifteen Delta counties. MACE will expand its help to local groups in job creation, health services, and ombudsmanship. The Delta Foundation, MACE's main economic development arm, will develop enterprises employing and managed by low-income blacks; help establish other job-producing industries; and provide management training. Delta began operating its first business, a blue jeans plant, last year. (See *Letter,* July 15, 1970, p. 3.)

Greater Watts Development Corporation, $100,000 loan and $250,000 guaranty, for a pilot program to build or rehabilitate 100 houses for low-income families. The corporation is the nonprofit development arm of the widely diversified Watts Labor Community Action Committee. (See *Letter,* June 1, 1971, p. 2.)

Home Investments Fund (HIF), $120,000 supplement, to expand financial and other assistance to minority families in buying suburban homes near Chicago. HIF has helped 124 families obtain first mortgages on homes in thirty-four suburbs, and supplied second mortgages or short-term loans to another eighty-five. The new funds will also further its efforts to promote nondiscriminatory practices among realtors, builders, lending institutions, and advertising media.

National Association of Counties Research Foundation, $90,000 supplement, for a research and educational program to modernize county governments. The association has been responsible for major administrative reforms in counties across the country, at a time when county government has assumed new importance because of suburban growth, reapportionment, and growing interest in regional approaches to problems engendered by rapid urbanization.

National League of Cities/U.S. Conference of Mayors, $680,000 one-year supplement, for the National Urban Fellows Program. This experimental program gives young minority men and women intensive training for careers in urban affairs, through working closely for about a year full-time with leading urban officials, plus a six-week summer session at Yale to develop related skills and understanding and an optional ten-week master's-degree program in urban studies at Occidental College. (See *Letter,* December 1, 1970, p. 3.)

State University of New York, $71,000, for an executive development program for senior state and local government officials that could qualify for substantial Federal financing under the new Intergovernmental Personnel Act.

New York City Health Services Administration, $100,000, to continue research into safe, effective, and acceptable chemical antagonists to combat heroin addiction, and to make the program eligible for long-range financing from the Federal Law Enforcement Assistance Administration.

Race Relations Information Center, $150,000 supplement, for dissemination to news media of information on all aspects of race relations, and for maintaining its related library service. The center also has published a *Directory of Afro-American Resources.*

Resources for the Future, $8,500, to finance travel and expenses of ten American participants in a joint U.S.-United Kingdom conference in Glasgow on economic research relevant to the formulation of national urban development strategies. The collected conference papers will appear as a book.

United Church of Christ (Office of Communications), $100,000 supplement, for its campaign of education, persuasion, and, where necessary, litigation to discourage racial discrimination in broadcasting. The drive was originally concerned with radio and TV treatment of blacks in the South. The new funding will permit extension to other minority groups and to areas outside the South. (See *Letter,* July 15, 1970, p. 4.)

Upper Park Avenue Community Association Non-Profit Housing Foundation, $235,000, to help expand service and training programs in East Harlem, a hard-core poverty area of New York City. With public and private financing and interracial support, the organization is responsible for redevelopment of ten square blocks, a social service program, and training of men and women in residential management and maintenance.

Program Development. The Foundation also allocated a total of $1,250,000 for continued exploration of the problems and concerns of the white working class, for technical assistance in connection with minority economic and community development grants and investments, and for developing and monitoring grants for integrated waste management.

PUBLIC BROADCASTING

Bay Area Educational Television Association (KQED, San Francisco), $500,000 supplement, for half the costs of the 1971-72 program year of "Newsroom," a nightly, one-hour program of local news covered in depth. This will be the fourth year of Foundation support.

WGBH Educational Foundation (Boston), $137,500 supplement, for one-third support for a second year of "The Reporters," a nightly, half-hour program covering local issues in Greater Boston.

GENERAL

United Foundation, $300,000, for support of Detroit-area charitable activities.

U.S. Department of Commerce, $50,000, for partial support of the White House Conference on *The Industrial World Ahead: A Look at Business in 1990.* Some 1,500 leaders from business, government, labor, and universities will attend the conference, November 8-10 in Washington, D.C.

Appointments

BOARD OF TRUSTEES

Alexander Heard, elected chairman of the Board of Trustees, effective January 1, 1972. He succeeds **Julius A. Stratton,** president emeritus of the Massachusetts Institute of Technology, who is retiring as chairman of the Foundation after serving in that post since 1966 and as a trustee since 1955. Mr. Heard will continue as chancellor of Vanderbilt University, an office he has held since 1963; he joined the Foundation board in 1967. A political scientist, Mr. Heard is the author of *The Costs of Democracy,* an extensive study of the financing of elections. He was chairman of President Kennedy's bipartisan Commission on Campaign Costs and has served on educational task forces appointed by Presidents Johnson and Nixon.

Dorothy Nepper Marshall, dean of faculties and provost of the Boston campus of the University of Massachusetts, elected a trustee. Mrs. Marshall was for twenty-three years dean of Bryn Mawr College and acting president for two years. A teacher of Spanish language and literature and Latin American politics and economics, she was also director of special studies and visiting professor of political science at the College of the Holy Cross.

Patricia McGowan Wald, a Washington, D.C. attorney and expert on poverty and juvenile law and bail reform, elected a trustee. Mrs. Wald served as a member of the President's Commission on Crime in the District of Columbia and as a consultant to the President's Commission on Law Enforcement and Administration of Criminal Justice. She has also worked as a neighborhood legal services attorney.

PROFESSIONAL STAFF

Kirk Evans, investment analyst, Office of the Treasurer, from Argus Research Corporation.

Barry D. Gaberman, program assistant, Jakarta, Indonesia, from the University of Wisconsin.

Peter T. Knight, program advisor, Lima, Peru, from The Brookings Institution.

Richard A. Lacey, assistant program officer, Office of Public Education, from the Regional Center for Planning and Innovation, New York City.

Donald S. McKay, administrative officer, Manpower Services, from Mobil Oil Corporation.

Robert J. Powers, investment analyst, Office of the Treasurer, from Donaldson, Lufkin & Jenrette.

William F. Risano, manager, systems projects, Office of the Comptroller, from W. T. Grant Company.

Ozzie Simmons, program officer, Population Office, formerly program advisor, Santiago, Chile.

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*X Hobson's platform

WASHINGTON INSTITUTE FOR QUALITY EDUCATION
SCHOOL BOARD CANDIDATE QUESTIONNAIRE

THE PROBLEM

". . . The Nation in abolishing Negro slavery merely released the Negro into the bondage of an informal social and economic caste system, cemented together by bias and discrimination. Despite the revolution of the last 13 years, these attitudes remain distressingly pervasive forces in race relations even today. What is meant to be Negro in America thus becomes a psychological fact in the daily lives of Negro children, who are the heirs and victims of these traditions of prejudice...the predominantly Negro school is part of a history of exile and bondage. And Negroes read in the eyes of the white community the judgment that their schools are inferior and without status, thus confirming and reinforcing their own impressions. Particularly this is true in Washington where the white community has clearly expressed its views on the predominantly Negro schools through the behavior of white parents and teachers who, the court finds, in large numbers have withdrawn or withheld their children from, and refused to teach in, those schools.

In an environment defined by such unhealthy attitudes it should not be surprising that the predominantly Negro schools show a pronounced intrinsic tendency to slide into pathology and hopelessness. This of course affects the schools' teachers of whatever race whose own demoralization and low expectations communicate back to the children (and) contribute further to the schools' social disintegration in a vicious though understandable circle."*

A PROPOSED 1968 ELECTION MANDATE

In order to ensure the right of each and every child in the District of Columbia to a quality education, as a School Board candidate I pledge the following action:

BOARD OF EDUCATION

1. To support other Board of Education candidates who are fearless in their zeal to improve the District System; and who are qualified by evidence of prior commitment to and belief in all of the children in the system with emphasis on poor children and black children, with the educational welfare development of each child as the

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*Source: Judge Skelly Wright's decision of June 19, 1967 in the Hobson vs. Hensen School Case, Civil Action 82-66, pp. 24-25.

prime and central concern.

Endorse * X
Disapprove _____
No Opinion _____

2. To support community and Board of Education control of the schools. The basic policy of the Board must be geared to quality education at any cost. This policy may mean a confrontation with the U. S. Congress; however, the policy of the Board must be full speed ahead without equivocation and compromise.

Endorse * X
Disapprove _____
No Opinion _____

3. To have the Board employ full-time staff persons who will be directly accountable to the Board of Education as specialized staff assistants. The first person so employed will be assigned to continuously monitor the enforcement of the laws of the District of Columbia as they relate to the public schools and regularly report to the Board on the implementation of the court orders.

Endorse * X
Disapprove _____
No Opinion _____

SUPERINTENDENT OF SCHOOLS

4. To work for the appointment of a new superintendent of schools who is visionary, creative, aggressive, educationally innovative by prior example and totally committed to the development of a new educational approach for the children of the District of Columbia.

Endorse * X
Disapprove _____
No Opinion _____

TEACHER TRAINING

5. To support immediate teacher training reforms in all District of Columbia colleges that have teacher education programs and to insist that the Board of Education adopt a policy of hiring teachers who are products of reform-oriented teacher education programs, and providing paid internships/pre-service programs to retrain teachers who have been mistrained. The policy should also include the placement of qualified people with B.A. degrees in the school system as regular teachers on the basis of a specialized Board run

program.

Endorse * X
Disapprove _____
No Opinion _____

6. To expand the utilization of teacher-aides on a District-wide basis to support the existing teaching staff and provide individualized assistance where necessary; and to increase the use of qualified part-time teachers for special instruction.

Endorse * X
Disapprove _____
No Opinion _____

7. To concentrate teacher in-service training along lines of raising the expectations of the teacher. A major cause of the failure of our schools to educate children is that too many teachers do not believe in the children's ability to learn. This is particularly true in inner city schools. Many educational innovations cost more in both time and money than inducing teachers to expect more of "disadvantaged" children. The value of this approach has been dramatically indicated in a controlled experiment in a San Francisco elementary school. *

Endorse * X
Disapprove _____
No Opinion _____

SCHOOL BUILDINGS

8. To encourage and support innovative physical plant changes including new architectural designs and programs for new buildings, renovation of existing buildings and utilizations of non-educational buildings in the community that can be converted to educational centers.

Endorse * X
Disapprove _____
No Opinion _____

9. To have the Board utilize the central school as a "resource center" and promote the establishment of a series of educational centers located in store fronts, apartments, and office buildings as long as needed. The need for these smaller units is based on overcrowded schools and the need to attempt to work with children and youth within their own neighborhood area, utilizing the school plant as a resource center rather

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* Scientific American, Vol. 218, April 1968 "Teacher Expectations for the Disadvantaged".

than the only recognized center of learning.

Endorse * X
Disapprove _____
No Opinion _____

ADMINISTRATIVE CHANGE

10. To work for a complete overhaul of the personnel of the D.C. School System. This means the decentralization of the central office and the early retirement, removal and transfer of personnel who are not willing to work wholeheartedly for immediate educational reform including:

1. Complete integration of teacher and administrative personnel.

2. Massive retraining and innovative in-service training through very specific programs outlined by the Superintendent and approved by the Board of Education.

3. Teacher rating by pupils and parents -- which would include an opportunity for students to request specific teachers as well as subjects for each school term.

4. Community involvement on an active scale in each "school community."

Endorse * X
Disapprove _____
No Opinion _____

CURRICULUM REFORM

11. To encourage and support immediate curriculum reform at every level of the school system--using the needs of the children as the basis for design, preparation, selection and utilization of educational materials and aids.

Endorse * X
Disapprove _____
No Opinion _____

12. For those Junior and Senior High School children who are now the failures of a system designed to produce failure, to support radical new approaches to the whole educational process. To make serving the needs of these children the central purpose of our secondary schools -- rather than devising new ways to keep them quiet or push them out -- to work toward a "Zero Reject" educational curriculum.

Endorse * X
Disapprove _____
No Opinion _____

EXERPIMENTAL EDUCATIONAL PROJECTS

13. To evaluate the increasing number of special experimental projects proposed and presently financed through private and public funds. Projects which do not meet the following criteria will be rejected or discontinued.

1. Will (does) the cost of the experiment foster expenditure inequities within the school system?

2. Can the experiment be expanded to the whole school system within a reasonable time?

3. Has the experiment been tried successfully elsewhere, if so why can it not be adapted to all D. C. public schools without costly models?

Educational experiments have been carried out in center city schools throughout the United States. These experiments have on a whole failed to improve the quality of education for the vast majority of the center city school children. At the same time they have been costly and have contributed to the existing inequity that prevails in average expenditures per pupil within individual center city school systems.

Endorse * X
Disapprove _____
No Opinion _____

NEW SCHEDULING

14. To develop a new scheduling system that will keep the schools open on a year-round basis. The new scheduling will actively seek to develop a greater flexibility for specialized experience on college campuses, in youth camps, in special work - study programs, foreign countries, and exchange programs in the United States for all children at least every other school year.

Endorse * X
Disapprove _____
No Opinion _____

15. The Board of Education should recognize that its educational responsibilities extend beyond the school age group and daytime weekday school hours. To meet the urgent and continuing educational needs of all District citizens, the Board of Education must utilize school facilities to provide opportunities for neighborhood adult evening programs, week-end work-study classes, pre-school educational experiences and other special programs requested by citizen groups.

Endorse * X
Disapprove _____
No Opinion _____

STUDIES

16. To recommend against future studies of the total D. C. school system. These studies cost up to $250,000 and have not resulted in any effective or creative program changes.

Endorse * X
Disapprove _____
No Opinion _____

IMPLEMENTATION

17. To work for the immediate implementation of the above endorsements as official policy of the elected Board of Education.

Endorse * X
Disapprove _____
No Opinion _____

18. To recommend that the elected School Board deal directly with the U.S.Congress on all fiscal matters until home rule provides for an elected Mayor and City Council.

Endorse * X
Disapprove _____
No Opinion _____

ECTC **Emergency Committee on the Transportation Crisis**
Brookland P.O. Box 4529, Washington, D.C. 20017 | LA 9-0003

The action-coordinating committee of organizations fighting against freeways and for rapid mass transit

To Mayor Walter Washington
and members of the D.C. City Council

Dec. 1, 1971

Re Procedure for Public Hearings on Interstate Freeway System

In a letter entitled "Notice of Public Hearing" dated Nov. 29, 1971, City Council Transportation Committee Chairman Jerry A. Moore, Jr., announced public hearings for Dec. 13, 15, 17, 20 to be held in the District Building.

ECTC—on behalf of its constituent organizations, supporters, organized and unorganized citizens—therefore makes the following legal and just demands:

1. Postponment of Hearing Dates to Conform to the Law.

The law requires two legal notices of the hearing to be published in newspapers of general circulation. The first notice must be not less than 30 days nor more than 40 days before the hearing date. The second notice must be not less than 5 nor more than 12 days before the hearing date. (Title 23, U.S. Code, Chap. 1, Part 1, Appendix A. ECTC confirmed these facts, 11/30/71, with the General Counsel's Office, Federal Highway Administration.)

There were no legal notices published of the proposed Dec. 13th hearing.

Therefore, there can be no hearings until at least 30 days after a legal notice is published.

ECTC is prepared to take this issue to court right away if the City Council proceeds to flout the law.

2. Time and Place of Hearings.

All hearings should be held in the evenings so that working people will not be economically penalized for attending.

Further, the hearings should be held in the affected neighborhoods as was done in 1969, and not in the District Building.

Here is a list based upon these affected neighborhoods:

* Entire freeway network @ Coolidge High School.
* 3-Sisters Bridge & Potomac Freeway @ Western High.
* South Leg of Inner Loop @ Hine Jr. High.
* East Leg of Inner Loop @ Spingarn High.
* I-95 & North Central (southern portion) @ Noyes Elem.
* I-95 & North Central (northern portion) @ Bertie Backus.
* North Leg of Inner Loop @ Morgan School & Garnett Paterson.
* Kenilworth Freeway @ Kelly Miller.

ECTC will fight any unfair, restrictive, or illegal attempts by the City Council, D.O.T., or Congress to subvert the democratic process.

ECTC
CHAIRMAN: R. H. BOOKER **VICE CHAIRMEN:** MARION BARRY, JR. • CHARLES I. CASSELL • FRED A. HEUTTE • JOHNIE D. WILSON
SECRETARIAL COMMITTEE: MARY ALICE BROWN, *Chairman* • ANN HEUTTE (LA 9-0003) • ANGELA ROONEY (LA 6-4592)
LEGAL COUNSEL: SIMON L. CAIN **TREASURER:** MRS. LEON BROOKS **PLANNING CONSULTANTS:** 2MJQ, BLACK ADVOCACY PLANNERS
SPEAKERS BUREAU: LOUIS M. FLORENZO, *Chairman* **PUBLICITY DIRECTOR:** SAMMIE ABDULLAH ABBOTT (days 296-4350, nights JU 5-8890)

A "Scenario" For Nuclear War On China, See Page 4

Deep, Dark Military Secret

Take the howls about General Abrams' famous "news embargo" for example . . . this supposedly wicked embargo evidently left Hanoi utterly uncertain about where the blow would come. —*Joseph Alsop's column February 10*

On Saturday, with the operation under way in the north since the early hours, the supposedly secret troop movements were being openly discussed in Saigon. One American soldier in Saigon for the day remarked that he had heard that the South Vietnamese were planning to invade Laos. "Where did you hear that?" he was asked. "The mama-san who cleans my hootch told me," he said. —*Ralph Blumenthal from Saigon, New York Times, Feb 5*

I. F. Stone's Bi-Weekly

VOL. XIX, NO. 4 FEBRUARY 22, 1971 WASHINGTON, D. C. 20 CENTS

From Body Count To Chicken Count

The official U.S. Air Force History of the Korean War disclosed that as enemy ground fire improved, "we were," in the words of the Fifth Air Force's director of operations, "trading B-26s for trucks in a most uneconomical manner."* It is again timely to recall that though we had full command of the air we could not prevent the reoccupation of North Korea by Communist Chinese volunteers nor choke off their supply lines, just as the far more intense bombardment of the Ho Chi Minh trail has failed to cut off the enemy's supply lines in Vietnam. The balance sheet of planes lost as against the cost of trucks destroyed was pretty lopsided in the Korean war, and is far more lopsided now when warplanes are several times more expensive. We wonder how the balance sheet will look some day in the Laotian "incursion" where the anti-aircraft fire is formidable and the helicopter losses heavy. An early triumph was the announcement that our side had captured 2,000 chickens and ducks. When helicopters cost from a half million upward (the Cheyenne, before it was cancelled, was figured at $3 to $4 million) it takes a lot of poultry to compensate for one helicopter. You could buy enough chickens to feed the whole South Vietnamese army for the price of one "Huey".

Disturbing Military Arithmetic

In the Laotian invasion, we are trying a hazardous operation on the cheap. General Westmoreland and Ambassador Bunker had been talking to visiting newspapermen since 1967 about an operation to cut the Ho Chi Minh trail (see among other such reports, Henry Brandon in the London *Sunday Times* Feb. 14). But they estimated that they would need at least three U.S. divisions. That would be some 60,000 men. The South Vietnamese army has mustered 20,000 men for the invasion. Though these are said to be its very best, can 20,000 ARVN do the job for which Westmoreland wanted at least 60,000 U.S. troops? The air support we're giving ARVN we would, of course, have given our own troops, too. Under the circumstances, it is easy to understand why the ARVN troops are moving so slowly into that dense and tangled mountainous jungle region. The murk of censorship is heavy but there are breaks through which one can see. The latest issue of *Newsweek* (dated Feb. 22 but available Feb. 15) said for example that despite "slow-going" a 10,000-man ARVN force had "managed to push all the way to the village of Tchepone—the enemy's main supply base in all of Southern Laos." But that same day's *New York Times* quoted ARVN's military spokesman in Saigon as saying "The deepest point of our advance into Laos is now around 20 kilometers (12 miles) east of Tchepone."

Twelve miles from Tchepone is 13 miles from the border, and 13 miles seems to be the limit of range of the U.S. artillery which has been covering the ARVN advance from the Vietnamese side. That same day's *Washington Post* carried an AP dispatch saying that ARVN supply convoys "were remaining south of the border, the third successive day without a border crossing." This led, the AP reported, "to speculation that the North Vietnamese had cut Highway 9 behind the advancing South Vietnamese tanks and armored personnel carriers." This helps us to understand what Vice Premier Ky meant when he talked in Saigon about the danger of a Dien Bien Phu. Heavily armed, road-bound conventional troops, strung out along a narrow jungle road through mountain passes can be sitting ducks for a guerrilla force which looks for weak spots where it can achieve tactical surprise and local superiority, whenever a bit of bad weather hampers air support. These are classic guerrilla tactics and fear of them may explain why two leading hawks on the Senate Armed Services Committee were less than exuberant after Laird briefed the committee on the Laotian invasion Feb. 9. Both Senators Stennis and Jackson "warned [John W. Finney in the *New York Times* Feb. 10]

(Continued on Page Two)

Maybe He's Only Trying To Scare Hanoi—He Certainly Scares Us

Q. South Vietnamese leaders in recent days have indicated that perhaps an invasion of North Vietnam might be necessary, coupled with invasion of Laos. Will the United States back such an invasion?

Secretary Laird: I don't care to comment on possible future military operations, possible future POW rescues; those particular types of military operations. I do not believe that as Secretary of Defense I should be involved in speculation.

—*News Conference, Phoenix, Arizona, Feb. 12.*

There couldn't be a coyer way to encourage the speculation Laird says he wants to avoid.

*** p. 425, Robert F. Futrell, *The U.S. Air Force in Korea: 1950-53*, Duell, Sloan and Pearce, 1967.**

Taking On Long-Range Strategic Liabilities For Short-Range Tactical Gains...

that the South Vietnamese troops might run into what Senator Stennis described as 'real trouble'." Should that "real trouble" threaten the destruction of the ARVN invaders, would Nixon leave them to their fate or—with or without a special appeal to Congress—send U.S. combat troops to the rescue?

Another "Quickie" Gimmick

The Laotian invasion will, I believe, go down in history as another of those quickie "gimmicks" by which we—and the French before us—hoped to win an unwinnable war. If the ARVN troops merely make a quick stab into the Ho Chi Minh trail, destroy some supplies and get out while they can, it will make little difference even on short-term. If ARVN settles down to stay until the end of the dry season, there are a lot of bloody ambushes ahead. We tend to forget that just as declining U.S. casualties have muffled protest in our own country, rising ARVN casualties in the wake of "Vietnamization" have fueled a growing anti-war movement in Saigon. The cost to ARVN of the Laotian adventure must add to the unrest in South Vietnam. A pro-peace force has grown up between the NLF and the Thieu regime and major reverses in Laos could bring it into the streets. One contingency for which our military may have plans is the possibility of a popular uprising against the Thieu regime. It would be ironic if the invasion of Laos culminated in a re-invasion of South Vietnam.

In the Laotian invasion, as in the Cambodian, Nixon is taking on long-range strategic liabilities in return for short-range tactical gains. These impatient gambles can only serve to widen and extend a war against a foe whose major asset lies precisely in his patience. The Vietnamese national revolution which began a quarter century ago will not be stopped now even if we succeed in destroying one dry season's supplies. We have widened the war and the enemy can widen it further. If the enemy responds by taking over the rest of Laos, most of it in enemy hands already, we face the prospect of serious political and military complications. We can no more let Laos be lost than we can afford to let Cambodia be lost if the ARVN troops fail in either country. The fall of Cambodia to a neutral or hostile regime would make the present blockade of Sihanoukville untenable, and turn the whole country into an enemy sanctuary. The fall of Laos would bring the war up to the borders of Thailand where we have major strategic bombing bases and the Communists have several fertile areas of economic and ethnic unrest for guerrilla movements. The Thais may pay a price for the troops they have been covertly putting into Laos in preparation for Saigon's "incursion."

Escalating to disengage has the same woozy logic as frightening the enemy into negotiating on our terms by withdrawing combat troops. The little noticed result of Nixon's latest bluff in Vietnamese poker is the first redeployment of U.S. combat troops back to the war zone. I refer to the 1,500 U.S. Marines who appeared off the DMZ Feb. 11 on ships of the 7th fleet, with artillery and tanks ready for a landing. These were elements of the Third Marine Division which operated below the buffer zone until November 1969. They were evacuated with much publicity (but only to Okinawa) in the "winding down" of a war which now seems to be winding up. Their announced purpose is to block the North Vietnamese if they counter the thrust at the Ho Chi Minh trail in the west by an invasion across the DMZ in the east, thus threatening the rear of the ARVN invaders. But what if Hanoi takes

A Laotian General's Lament

General Nouphet said that he would not attack Muong Phalane even if he could because many civilians remained behind when he withdrew his troops. For the same reason, he said, he does not want the United States Air Force to bomb there. He added: "Every time the Americans are called in to bomb, they destroy friends and not enemies." The general said that as far as Laos was concerned the war seemed nearly lost because the North Vietnamese now control about two-thirds of the country and there was no longer any place in which to seek refuge. He said he was fighting against the North Vietnamese invaders to protect his native soil and villages but not for the Americans. "If we came under the Communists, we could no longer be killed by the Communists," General Nouphet said. But, he added, if all of Laos was conquered by the Communists, the whole country might be subjected to American bombing.

—*Henry Kamm from Laos,* New York Times, *Feb. 6.*

Mendel Rivers' Successor Excusing My Lai: "They're Little Vietcong"

Q: Do you think that a lot of the people who were killed in My Lai were Vietcong?

F. EDWARD HEBERT [Chairman, House Armed Services Committee]: There's no doubt about it.

Q: There also is no doubt, though, isn't there, that a lot of people who were killed there were not Vietcong, couldn't possibly have been?

HEBERT: What were they doing in that village, for 25 years a Vietcong stronghold?

Q: Well, I'm talking about the women and children, though.

HEBERT: What were they doing there?

Q: Well, they were living there.

HEBERT: That place had been cleaned out several times, and they went back to the Vietcong.

Q: Right, but I mean there's no question that some of those who were killed at My Lai could not possibly have been Vietcong; they were little children, they were 1 year, 2 years old . . .

HEBERT: They were just growing up to be big Vietcong. Those little children throw grenades, you know.

Q: Yeah, but there were some children there who were 1 year old and 2 years old . . .

HEBERT: That's going into testimony which we didn't take. [Hebert was chairman of the House Subcommittee that investigated My Lai]. All we said was that Vietnamese in civilian clothes were killed, wantonly killed, unnecessarily killed. That's what we said.

Q: Those two things seem to be in conflict. On the one hand your report saying that they were unnecessarily killed, and on the other hand you're saying now that they just would have grown up to be big Vietcong.

HEBERT: I can't resolve that either . . . I've said they're little Vietcong who'll grow up to be big Vietcong.

Q: So why was their killing unnecessary?

HEBERT: You can kill, in an atrocity, unnecessarily, even the enemy. Just because you kill them doesn't mean you can slaughter the enemy.

Q: So then your real objection to the event at My Lai was not that it happened, but how it happened?

HEBERT: How it happened.

Q: The way in which they were killed, not that they were killed?

HEBERT: That's correct. I think that would be fair.

—*From an interview by Scott Kaufer Feb. 5 for a Los Angeles high school paper, The Oakwood Gorilla.*

...The Undertow Is Toward Nuclear War On China, The Last Sanctuary

seriously Ky's talk of invading the North and regards the Marines positioned off the DMZ (and heavy bombing north of the buffer zone) as harbingers of invasion? If Hanoi strikes across the line first, or appears ready to strike, this would give Nixon an excuse to resume heavy bombing of the North. Do the Marines represent a feint for this very purpose?

As Seen From Peking

The search for a military solution to a political problem has drawn Nixon into brinkmanship, and onto a slippery slope which could lead to war with China. The quick White House reaction to Chinese alarm over the Laotian invasion shows that Nixon is well aware that this is the biggest risk of all. Ziegler's immediate statement that the invasion posed "absolutely no threat to Communist China" may soothe a confused and gullible Senate but not Peking even if Nixon means it, as we believe he does. But from the perspective of Peking, the Indochina war since we began to finance the French in 1950 has been aimed to contain China. The Thai bases were planned, long before our own military intervention, to bring China within range of nuclear bombers. China—whatever Nixon's intentions—must feel that in Laos and at the DMZ the war is moving toward its very doorstep, and with it the spectre of a nuclear attack. Imagine our alarm if the nuclear imbalance were reversed and Chinese troops in Mexico appeared to be moving up closer to the Texas border while nuclear-armed Chinese warships—and a Chinese Marine landing force—appeared off Brownsville.

Nixon is trapped by his desire to avoid "humiliation." He is caught in what the French call the "engrenage"—the gears he has set in motion. The search for one more last sanctuary to clean out for victory leads from Cambodia to Laos to North Vietnam to China itself, the ultimate sanctuary of the Vietnamese revolution, if not to the Soviet Union, Hanoi's major supplier. For unless Peking and Moscow desist, the war cannot be ended—and Peking cannot let Hanoi down without endangering its own security. *The road leads to nuclear war.* We call attention on the next page to a "scenario" for nuclear war in Asia not because we believe such action imminent but because we believe the undertow is in this direction. The No. 1 lesson of this war is that we can win it only by destroying the countries we claim to be defending from Communism. Nixon, who was ready to use nuclear weapons at Dien Bien Phu, is in command now. He is being drawn by forces ever harder to resist toward a "final solution" as horrible as Hitler's, but which this time could engulf our country and the world. This is the direction on which we are embarked, unless we turn back while we still can. Let 1914 remind us that there comes a point when the momentum is irresistible even when nobody really wants war. *Feb. 15*

The Toll Of The Suffering We Impose

We have been told our continued presence is necessary to prevent a bloodbath. How have we saved the people of Southeast Asia from a bloodbath? Let us look at Laos. Seven hundred thousand refugees have been produced as a result of war-related activities—one-fourth of the population. Of an estimated Meo population of 400,000 in 1960, at least 40 to 50 percent of the women and children have fallen as war casualties. Between 1966 and 1969, Laos suffered the highest per capita casualty rate in the world, and experienced the heaviest per square mile bombing in history. The bombing last year alone on the Plaine des Jarres has, in the words of one U.S. AID official, left "most villages and fields now almost completely ruined"

—Rep. Ryan (D.-N.Y.) in the House, Feb. 4.

CORRECTION AND APOLOGY: Though the Spanish Embassy and the Washington society pages listed them as present, neither Mr. Justice and Mrs. Douglas nor Senator and Mrs. McGovern attended the reception for Juan Carlos and had no intention of doing so. We are happy to be proven wrong, and regret that Sen. and Mrs. Kennedy were present to honor the Fascist dictator's chosen successor.

We Hate To Disillusion Alsop But The Lao Generals Are Acting Like Chiang's Did

If their [North Vietnamese] unique lifeline is in fact severed as planned, they will get almost no replacements, or ammunition or other military supplies. In South Laos, where virtually no food is locally available, they will also get none of the rations they need from the north. The catastrophic potential should therefore be obvious.

—Joseph Alsop's column, February 10.

The South Vietnamese incursion into the Ho Chi Minh Trail area near Sepone in the north sector of the Laos panhandle will not cut off the North Vietnamese from food supplies, well informed American sources here say. This is because between 7,000 and 10,000 tons of rice are being sold to the Communists by Lao officials further south in the panhandle, disgusted Americans say. This is enough rice to supply one North Vietnamese division with food for one year. The rice is surplus produce from Laos' 4th Military Region around Pakse.

Sources allege Prince Boun Oum himself, the traditional rightist ruler in the area, may be implicated and named one of his associates, Boun Lieng, and the commander of the garrison at Paksong town on the Bolovens Plateau, Gen. Kong Vongnarat, as likely involved in the sales to the Reds. Americans say the U.S. Agency for International Development in Vientiane is well aware of the rice sales but unable to do much because high ranking people are involved. The AID people, in an effort to stop the traffic, offered to buy the rice surplus at $48 per ton, $18 more than the usual to cover rice delivery from Pakse to rice-short northern Laos.

AID planned to use the rice to feed CIA-supported guerrillas and tribal refugees in northern Laos. However, Pakse officials and merchants tried to make a double profit. They continued to sell the Pakse surplus to the enemy and at the same time purchased cheap rice in northeast Thailand, eliminating the delivery costs while getting the high price of $48 per ton from AID. The scheme came apart when AID was informed of the plot in an anonymous letter.

Military Region 4 Commander Gen. Phasouk, close Lao associates say, is aware of the rice traffic but he believes Kong is less greedy than other general officers, therefore as long as he remains in his post less rice will reach the enemy than might be the case. Middle level American officials apparently are tired of the dealings, however. They fail to see why U.S.-supported officials more interested in money, should get away with feeding Hanoi troops who almost certainly will be engaged against U.S. troops in South Vietnam.

Although the Americans know what's going on, they say there's little proof. Gen. Phasouk forbids Americans to travel on Paksong Road, claiming it is insecure. Paksong Road, however, has been hit only once in the past two years by the Reds and some Americans believe the Lao don't want U.S. AID officials to see the rice traffic.

—Tammy Arbuckle from Vientiane Wash. Eve. Star *Feb. 9.*

A Morally Imbecile "Scenario" From Herman Kahn's Unthinkable Think Tank

By Edmund O. Stillman*

Unable to solve its dilemmas in South Vietnam and Cambodia, the United States invades North Vietnam with an amphibious force of four to five divisions. The intention is to seize the Hanoi-Haiphong area, driving the North Vietnamese government from its capital and thereby destroying its prestige as a legitimate government in the North and as the sponsor of a "winning" insurrection in the South. The invasion succeeds beyond expectations and the authority of the North Vietnamese governmnt begins to disintegrate. The Communist Chinese, led by a militant faction, intervene. As in Korea, the Chinese score important successes in the initial phase, and U.S.-South Vietnamese forces suffer major reverses.

A One-Megaton Bomb Over Peking

The United States considers alternative policies. Because of the prevailing political climate in the United States and the weight of man-power and material needed, the alternatives of fighting a localized conventional campaign against the Chinese in Vietnam or of a conventional invasion of China itself are rejected. United States conventional air power is judged (rightly or wrongly) insufficient wholly to interdict logistics into North Vietnam or to wipe out Chinese industry. Instead, the United States detonates a one-megaton weapon at 500,000 feet above Peking as a demonstration, together with limited nuclear attacks on selected military targets. Simultaneously the United States begins round-the-clock broadcasts and drops leaflets proclaiming that Chinese nuclear facilities and air defenses have been destroyed.

With such attacks, the United States is primarily disarming the enemy capacity to harm the United States and targeting the morale of the Chinese people, in an attempt to unhinge Chinese society. It is felt that, subjected to these attacks, the Chinese people may bring irresistible pressure against the regime to compromise with the United States; or, alternatively, acting out of fear, destroy the regime; or, finally, destroy the regime not so much through purposeful revolution as simply by withdrawing support, Chinese society dissolving into anarchy. The assertion that nothing stands between the Chinese people and annhilation but U.S. self-restraint is intended to demonstrate the helplessness of the leaders and, thus, to destroy any charismatic authority of the Communist party—which is perhaps thereby shown to have lost whatever it has left of the "Mandate of Heaven."

The United States then announces the forthcoming destruction (within, say, 48 hours) of one of ten (named) cities, simultaneously announcing sanctuary areas. The announcement of ten likely cities is intended to augment the quality of terror and to drive large segments of the population into motion, disrupting or contributing to the disruption of the governmental structure and authority. The announcement of sanctuary areas is intended both as a humanitarian measure and as an important contribution to U.S. peace of mind in the aftermath.

The Root Problem And The Root Mentality

The root problem of the Nixon Doctrine is its abiding commitment to the containment of China . . . Yet it also intends to scale down our conventional military capability . . . If we maintain . . . present Asian commitments, while adopting budget-constrained strategies, we risk a future defeat or stalemate or we allow ourselves to be moved toward reliance on nuclear weapons.

—Earl C. Ravenel, Director of the Asian Division (Systems Analysis), Office of the Secretary of Defense 1967-69, in the Jan. 1970 issue of Foreign Affairs.

If a President does decide to launch a nuclear warhead against Vietnam—he will not lack willing hands to carry out his orders. This is the unsurprising impression I gained while wandering through the Pentagon . . . None of these men bluntly urged the use of nuclear bombs in the current war, but a number of them had a good deal to say about our failure to do so in the Korean war when the hordes of Chinese troops were crossing the Yalu river . . . One civilian official told me, "If the Chinese invaded Vietnam, it would be a national disgrace if we didn't clobber them with nukes. And another thing—this time the Russians wouldn't mind it." *—Daniel Lang,* The New Yorker, *Jan. 9.*

*** From an article in the November 1970 *Annals of the American Academy of Political and Social Science.* Stillman is director of the European division of Herman Kahn's Hudson Institute and a consultant to the Defense Dept. and the Atomic Energy Commission.**

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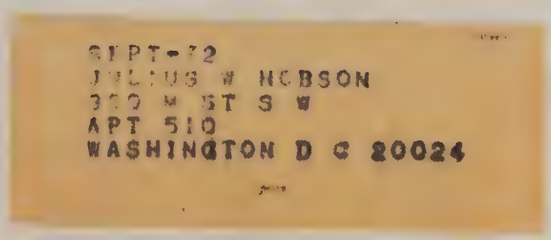

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The Antioch College Graduate School of Education, Washington D.C.

Horace Mann Bond Center— Newsletter

VOLUME ONE, NUMBER ONE
FEBRUARY, 1973

"Quality Education For All.... Save The Children"

Public Support Growing for Washington Graduate Center

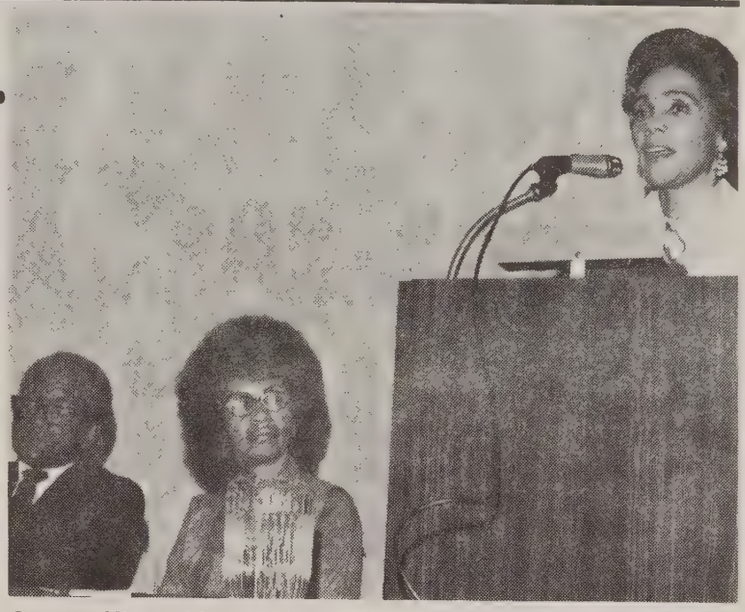
One of the most encouraging signs on the current Antioch scene is the solid support the Graduate School is receiving in Washington, D.C. from community leaders in the education field, Antioch alumni and a variety of peoples and organizations concerned with the crisis in education.

The basis for this active mobilization of support is the continuing effort by the Provost in Yellow Springs to find ways and means of closing down the Washington Center. A growing number of people who have held, up to this point, a positive image of Antioch College are beginning to become acquainted with certain unpleasant facts which contradict that image. Certain high-handed, dictatorial actions in arbitrarily disenrolling students, publicly announcing in the *Antioch Record,* through his hired hand the Dean of the Graduate School, the intention to close down the Washington Graduate Center *(see Antioch Record, Jan. 19, 1973)* and spreading gossip that white students are not welcome at the Washington Center when, in fact, white students have been enrolled in each class and many have graduated, all point up the real problem that there is currently no governance structure in the Graduate School which serves to guarantee even a semblance of democracy in decision making.

The repeated harrassment and undermining of the educational program by the Central Administration in Yellow Springs makes a mockery of Antioch's national reputation as a "liberal college" where "innovative" education and student-faculty input and decision making is encouraged. (All the faculty of the Washington Graduate Center have been sent letters suggesting that their contracts will not be renewed for next year.)

The Graduate Center in Washington has received the high praise from two academic audit teams in the past year; one from the North Central Accreditation Association which reviewed all of the programs in the Antioch System and another from a team of prominent educators in Washington, D.C. The quality of the educational program over the last three years at the Washington Graduate Center has, in fact, served to *restore* the confidence of the Washington Community in Antioch College after a history of poor performance which had turned the Washington academic community against Antioch.

Our student body at the Washington Graduate Center has at all times been multi-national and multi-racial with Afro-American students being in the majority, but the student body includes Chicanos, Asians, Africans and white students. Most of those enrolled are teachers in the public school systems of Washington and Baltimore. Many of these are for the first time in their academic career getting the kind of education in the social sciences that equips them to deal with the day to day problems in these crisis-ridden school systems. The faculty and students at the Graduate Center know that this quality education program is a service to the community and we believe it should be considered a service to Antioch College consistent with the democratic ideals of its founder, Horace Mann.



Coretta King addresses the conference as the guest speaker. Left to right: Dean Carroll Miller, Dean of the Howard University Graduate School; Hilda Mason, member of the D.C. School Board, and Coretta King.

Last spring (May 1972) at its annual meeting, the Antioch Board of Trustees and President Dixon voted overwhelmingly to keep open the Washington Graduate Center. They rejected Morris Keeton's efforts to close the Center, but the same fight has to be waged over again this year. It is abundantly clear that what is at stake is more than just the future of the Washington Graduate Center and the much needed quality education program that it has been providing. What is really at stake is the integrity of Antioch College as an educational institution worthy of public respect and professional recognition in the larger academic community.

Devious methods are being used to make the efforts to close the Washington Graduate Center look like "purely an administrative matter" but we urge that the students, faculty and alumni of Antioch College not allow themselves to be deceived by this trick. The truth of the matter is Antioch College is at the crossroads and it will have a future as an academic institution only to the degree that its leadership is committed to upholding quality education and the principles of its founder. Otherwise it is no exaggeration to say that Antioch will be on its way out of history. The continuation and strengthening of the Washington Graduate Center with supporting resources is the acid test of the Antioch commitment.

Washington Center Enters Fourth Year of Struggle

Since February 1969, the Washington Center of the Antioch Graduate School of Education has experienced the kind of deceit and undermining unparalleled in the history of American higher education.

An attempt was made in June 1969 to close the Center and distribute its materials before it was allowed to begin to function. The alleged reason was that "no internships or teaching positions had been developed" by the Center's staff. The underlying reason was that Antioch had lost its credibility in the Washington community due to its poor management of the Morgan Community School which led ultimately to Antioch being asked out of school by the community.

At the meeting called to officially close the Washington Center it was made known by our representatives that the Center had 30 completed applications, the majority of whom were interns and experienced teachers from Morgan School. Teachers who Antioch had failed to make its educational services available to during its tenure at Morgan Community School, a failure which had served only to create unnecessary antagonisms between the old and new teachers in the school.

The college has essentially used several mechanisms to undermine the Washington Center and mask the racism of the Academic Vice-President and now Provost of the College, Morris Keeton. There has been a deliberate

...the Washington Center of the Antioch Graduate School of Education has experienced the kind of deceit and undermining unparalled in the history of American higher education...

confusion of the tuition billing and collecting procedures which is reflected in an alleged deficit of $46,000 attributed to the Washington Center. There has been a rapid turnover of personnel in the middle management positions in the Central Administration in Yellow Springs, especially in the Financial Aid Office, and particularly in the office of the assistant to the Dean where all the Graduate records are kept. We have faced many obstacles in attempting to gather data to verify our fiscal status similar to those encountered by Robert L. Kahn, Marrien Peterson and David Dill who were hired to do an in depth study of the Antioch System by the Board of Trustees. They state in the report, "In each case these issues go unresolved primarily because of a lack of data, the poor quality of data collected or lack of credibility of the data-gathering sources.

The Graduate School Center, New Hampshire Avenue.

For example, on one recent occasion two conflicting financial reports were issued from the same office. Moreover, our own experience is that financial data on program receipts and costs are not readily available." (issued April 1971) Our experience here at the Washington Center with the Antioch Administration concurs absolutely with the observations made by Kahn, Peterson and Dill in the Antioch Report on Governance.

Furthermore, the Antioch System is said to have an estimated $800,000 deficit, so even the inflated, unproven $46,000 deficit charged to the Washington Center is a mere drop in the bucket when compared with the total.

Within two academic years, 1970 and 1971, two Directors of Admissions, both hired by the Graduate School and both black, have been forced out of that position by the Provost/Academic Vice-President of the College, Dr. Morris Keeton.

The recent victory by the students at the Antioch Undergraduate Center in Baltimore, gained through *student strike action,* which resulted in closing down the Campus is another case in point. They won their demand for the reinstatement of Ms. Melodie Healey, a black woman as Administrative Coordinator of the Baltimore Center after Keeton had arbitrarily fired her. The students also won their demand that Morris Keeton be removed as Acting Dean of the Baltimore-Washington Undergraduate Campus. This was a significant defeat for Antioch's Number One Racist, but previous experience leaves no doubt that he will continue to be a recurring problem for the Antioch System and its students.

The Newsletter *is a monthly commentary of the Graduate School of Education, Washington Center, Antioch College*

The purpose of the newsletter is to provide an open forum for responsible ideas of both faculty, staff, students and friends of the Center. All commentaries should be addressed to 1701 New Hampshire Ave., N.W. Washington D.C. 2009

Center Calls Emergency Educational Conference

Last year an emergency educational conference was called in support of the quality educational program of the Antioch Graduate School of Education, Washington Center on Saturday, April 22, 1972 at the Hotel Sonesta, Washington, D.C.

Friends and alumni of the Washington Center participated in the conference. The purpose of the conference was to solicit public support for the educational program developed by the Washington Center which has been serving primarily the Washington, D.C. inner-city community. Since 1969 the Washington Center has been receiving a series of attacks on the program by the Antioch administration through the office of the Academic Vice-President, Morris Keeton, who has arbitrarily sought to close the Center.

Among those present to lend support was Mrs. Coretta Scott King. Mrs. King is an alumnus of Antioch and was the keynote speaker at the conference. Other outstanding participants at the conference were Dean Carroll Miller, Dean of the Graduate School at Howard University; Mrs. Mattie G. Taylor, Vice President of the Washington, D.C. School Board; Mrs. Hilda Mason, member of the Washington, D.C. School Board from Ward 4; Charles Cheng, Special Assistant to William Simons, President of the Washington Teacher's Union. Mr. Cheng was also a student in the Washington Center.

The conference was chaired by Mr. Jack O'Dell, Asst. Professor of Economic History at the Washington Center and Associate Editor of *Freedomways Magazine.* Appearing on the podium along with Mr. O'Dell was Mr. Thomas J. Porter, who at that time was the Director of the Washington Center. Mr. Porter gave an address entitled "Quality Education and the Antioch System" which gave a historical perspective to the struggle at the Washington Center.

It was largely through this conference and support from the alumni and friends of the Center and other members of the Washington Community that the Washington Center was able to obtain a hearing before the Board of Trustees last May. It was at this May meeting that the students and faculty of the Center made their appeal which led the Board of Trustees to overturn the earlier plan of Dr. Morris Keeton to close the Center.

Thomas Porter, Director of the Center, Reviews past history at the conference. Left to right: Hilda Mason, member of the School Board; Charles Cheng, Special Asst. to William Simons of the Washington Teacher's Union, and Thomas Porter.

W.E.B. DuBois Lecture Series

For the second year, Antioch Graduate School of Education, Washington Center, is sponsoring the W.E.B. DuBois Lecture Series, a series of Sunday lectures held at the Adams Community School, 19th and California Streets, N.W. The series will examine in depth some of the important issues confronting the national and international communities.

For example, Implications of the Nixon Administration's Education Policy, Afro-Americans and the U.S. Economic Crisis, 1972 Elections and the Role of National Minorities, the Role of the Black Worker in the Community and The Trade Unionist Movement, and Historical Notes on the Struggle for Democratic Rights in America. These are but a sampling of the broad range of topics to be presented.

Our audience is comprised of students from other universities and colleges and people from the Washington Community.

Some prominent persons who will be participating are The Honorable Walter Fauntroy, Delegate to the U.S. Congress from the District of Columbia; Mr. William Luce, Secretary-Treasurer, American Federation of State, County, and Municipal Employees, AFL-CIO; Dr. Doxey Wilkerson, Ferkauf Graduate School, New York City; James Campbell, Bank Street College, New York; Ruby Martin, Washington Research Project; and possibly the Honorable Richard Hatcher, Mayor of Gary, Indiana.

The intent of the lectures is to provide a forum of thoughtful men and women to address themselves to critical issues of today's problems. January 7, 1973 was the commencing date for the lecture series to be held at three week intervals, terminating on May 27, 1973.

Previous lectures have been so successful that we are not only implementing them again this year, but have also incorporated the series into our curriculum for academic credit.

There is no admission fee and the public is invited to attend the remaining lectures.

"This Graduate Center has good leadership and is providing quality education. I am here to support that... I am with you 100%. There are people in the Antioch Administration who will give you problems; they gave me problems. It is time for those people to be exposed. When you are right you will win your fight but it will require a lot of hard work, sound planning and bringing the right people from around the country to support what you are doing."

Quote from Ms. King's address to the Conference.

Horace Mann Bond — New Name for Washington Center

Faculty and Student Representatives Vote to Name the Washington Graduate Center After Horace Mann Bond

Dr. Horace Mann Bond was one of the giant educators of the 20th Century. For many years the editor of the *Journal of Negro Education*, a highly respected quarterly of our profession, Dr. Bond was also author of the definitive study "Reconstruction in Alabama: A study in Cotton and Steel."

We at the Washington Center recall with affection Dr. Bond's visit with us, two years ago, when he participated as one of the lecturers in our W.E.B. DuBois Lecture Series.

At the time of his death last December 21, Dr. Horace Mann Bond was associated with the School of Education of Atlanta University.

The passing of Dr. Bond is a great loss to the academic community of our country and most particularly the Afro-Americans. By a recent unanimous vote of the faculty and student representatives of the Washington Center we hereby name our center the *Horace Mann Bond Center of the Antioch Graduate School of Education.* We feel this is but a small tribute to the memory and work of an outstanding educator. It also captures the essence of our commitment and the purpose of our work here in the field of education.

The M.A.T. and M.Ed. Programs

Course Listings 1973-74

HISTORY

Social and Economic History of the U.S. since World War II
The Social Evolution of the United States (1600-1865)
The Rise of Colonialism: A World View
The Social Evolution of the United States (1865-Present)
Seminar: Social Movements in the "Third World" Arising out of the Colonial Experience
India: Pre Aryan to 1600
India: 1600-Present
China: A Case Study
Labor History

POLITICAL ECONOMY AND ECONOMICS

Basic Political Economy
American Economic Development (1600-1890)
American Economic Development (1890-Present)
Patterns of Cold War Politics
Principles of Economics
Survey of Economics
Introductory Statistics
Economics of Education

HUMANITIES

Methods of Thought
Psychology
The Psychology of Colonialism

EDUCATION

Educational Measurements
Learner and the Learning Process
Educational Methods
Methodology-Laboratory Methods
Methodology-Reading; Language Arts
Methodology-Inquiry As Applied in Science
Educational Problems: The Afro-American in the Schools
The Use of Media in Education
Methodology of the Fine Arts
Public School Administration and Supervision
Introduction to Photography
Child Development
Sociology of Urban Youth
Corrective and Remedial Techniques of Reading
Methods and Materials for Teaching Social Studies
Research Methods
Methods Materials and Techniques for Children with Specific Learning Disabilities

Antioch Graduate School of Education
Horace Mann Bond Center
1701 New Hampshire Avenue, N.W.
Washington, D.C. 20009
(202) 232-0300

Mary Terrell, Administrative Director

FOR IMMEDIATE RELEASE FOR IMMEDIATE RELEASE

STUDENTS AND FACULTY OF ANTIOCH GRADUATE CENTER SEEK FEDERAL COURT INJUNCTION
CHARGE COLLEGE OFFICIALS ARE TRYING TO SHUT DOWN QUALITY EDUCATION PROGRAM

The battle to keep the graduate school of education open and growing in its service to the Washington community entered a new phase today as faculty and graduate students petitioned the federal court for an injunction to prevent Antioch College officials in Yellow Springs, Ohio from carrying out a plan to dismantle the Program. This graduate school with its quality education program in teacher training has received public praise from a cross section of leaders in the Washington community over the past three years.

Public School principals, parents, alumni and some national civil rights leaders have spoken out for continuation of the vitally necessary services of this graduate school. It was recently named the Horace Mann Bond Center of the Antioch Graduate School of Education after the famed, black educator who died in Atlanta last December.

This graduate school center has been under the administrative leadership of Thomas J. Porter and Mrs. Mary Terrell since 1969 and this year received accreditation from the District of Columbia Board of Higher Education which testifies to the quality of the educational program being offered. The Washington Center of the Antioch Graduate School of Education was first established here in 1965, but this is the first year the program has received accreditation from the D.C. Board of Higher Education.

Both Mr. Porter and Mrs. Terrell are plaintiffs in this suit along with the entire faculty and Washington-Baltimore graduate students enrolled in the Program and who live in this area.

STATEMENT [illegible] CHARGE OF [illegible] BLOCK GRANT [illegible] FOR [illegible] SOCIAL COMPETENCE [illegible]
CLARGE [illegible] ATTIDUDE [illegible] TYPE [illegible] PROGRAM [illegible] QUALITY PROGRAM.

[illegible] to [illegible] [illegible] and [illegible]
its service to the Washington community [illegible] as faculty
and graduate students [illegible] for an [illegible] to
prevent Antioch College [illegible] in [illegible] [illegible] a
plan [illegible] [illegible] race [illegible] with [illegible] of action
program [illegible] teacher training [illegible] for [illegible]
of leaders [illegible] Washington community [illegible]

Public [illegible] interest [illegible] national [illegible]
leaders [illegible] spoken [illegible]
of this [illegible]
the Antioch [illegible]
who died [illegible]

This graduate school [illegible] administration readership
of Thomas [illegible] since 1966 and [illegible] received
accreditation from the District of Columbia Board [illegible] Education which
testifies to the quality of the educational program being offered. The
Washington center of the Antioch [illegible] School of Education was first established
ed here [illegible], but this is the [illegible] program [illegible] received accreditation
from the [illegible] Board of Higher Education.

Both [illegible] Foster [illegible] Ms. Terrell [illegible] plaintiffs in this suit along with
the entire faculty and [illegible] graduate [illegible] budgets [illegible]
Program and who [illegible]

Repeated harrassment of the students enrolled, sloppy record keeping by the College Administration in Yellow Springs, the spreading of malicious gossip aimed at discouraging enrollment in the Program are among the forms of discrimination experienced by the leadership of the Horace Mann Bond Center. Much of this stems from the policy setting Office of the Provost, Morris Keeton and the plaintiffs believe it does damage to the liberal public image which Antioch has enjoyed for so many years. It also represents a serious retreat from an abandonment of the democratic traditions personified by Horace Mann, founder of Antioch College.

The purpose of the federal court action is to secure injunctive relief, call the attention of the Board of Trustees of Antioch College and the general public to the injustice we have been confronted with and lay the basis for a constructive solution to the problem which will allow the quality education program of the Horace Mann Bond Center, its faculty and administrators to continue to serve the Washington community and its public school system.

Attorneys for Antioch Faculty and Students
is the Law Firm of Ms. Dovey Roundtree
and Associates.

For further information contact:

Mr. Thomas J. Porter
Telephone number: 202-232-0300

Petition

It is a Constitutional right of the people to "petition the Government for a redress of grievances."

We are exercising that right of petition because we are angered and frightened by the lawlessness of the President and the Executive branch of our Government. We submit that they have defied the Congressional repeal of the Gulf of Tonkin Resolution; defied the Military Authorization Procurement Act which insists that the war be ended as quickly as possible; defied accepted international law against aggressive war, blockade and mining, indiscriminate bombing, and population removal; and created a Constitutional crisis in the United States.

They have spent the taxes, emotions and resources of the people on mass murder and destruction as American society and its public services decay. They have brought unrest to our cities and institutions, besmirched the flag with American and Indochinese blood, and brought shame upon our country.

We petition the Congress to reaffirm that we are citizens and not hostages to usurpers of power and authority.

We petition the Congress to exercise its Constitutional authority of control over the armed forces by voting an immediate cessation of all air, ground, and naval operations in Indochina, and by ending all military and economic appropriations for a war the Congress did not vote for and the American people do not want.

UNITED PLANNING ORGANIZATION

BOARD OF TRUSTEES

TENTH ANNIVERSARY TESTIMONIAL BANQUET

Sunday, February 11, 1973

Shoreham Hotel
Washington, D.C.

There are ominous forebodings today as we gather to give evidence of, and testimony about, some of the individuals and organizations who have contributed immensely to the United Planning Organization and its goals and objectives over the last ten years. Even as this statement goes to press I am being bombarded with new and confusing edicts from Federal authorities which could have the effect of converting this decennial banquest from a celebration into a requiem convocation.

Were I superstitious or a believer in the black arts, I could solemnly feel that our society is being weighed in the balance and our days may be numbered. What are the signs? The American dollar in the international money market is experiencing great turbulence. The stock exchanges give evidence that the investors have lost confidence in something. A President of the United States celebrates his inaugural during a period of national mourning, on the heels of the death of one former President, and on the eve of the death of his immediate predecessor. Sea gulls from the Potomac River are nesting on the mall and the ellipse behind the Executive mansion, and we cannot tell the seasons one from another. These phenomena, to a wiser man, might be interpreted as the handwriting on the wall.

I am, however, neither superstitious nor pessimistic, for I believe that the United Planning Organization and the work and dedication of those whom we honor here tonight will not perish, but will provide the fiber and sustenance for accomplishment in the decade ahead of things far greater than our achievements in the past.

Jeanus B. Parks, Jr.
Executive Director

PROGRAM

Welcome ..... Mr. Lorenzo W. Jacobs, Jr.

Invocation ..... Rev. H. Albion Ferrell

Dinner

Introductions ..... Mr. Wiley A. Branton
Master of Ceremonies

Address ..... Mr. Jeanus B. Parks, Jr.

Presentation of Awards ..... Hon. John D. Fauntleroy
President, Board of Trustees

Distinguished Service

Special Recognition

Remarks ..... Hon. John D. Fauntleroy

HONOREES

DISTINGUISHED SERVICE AWARD

Mr. James G. Banks
Mr. Joseph W. Barr
Mr. Wiley A. Branton
Mr. Julian R. Dugas
Rev. H. Albion Ferrell
Mr. Julius Hobson
Mrs. Etta Horn
Mrs. Sarah McPherson
Miss Mabel M. Taylor (Posthumous)
Howard C. Westwood
Metropolitan Citizens Advisory Council
Neighborhood Legal Services Program
Pride, Inc.

SPECIAL RECOGNITION AWARD

Mr. Thomas H. Brown
Mrs. Marcela Davila
Mr. Joseph B. Danzansky
& Giant Food, Inc.
Dr. Joseph L. Fisher
Mr. Elbert Gadsden
Mr. Ralph Greene
Mrs. Lucille Goodwin
Mrs. Virginia Morris
Rev. Channing E. Phillips
Mrs. Anita B. Shelton
Mr. Rudolph Yates
Mr. David Wellington
American Security & Trust Company

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WASHINGTON, D.C. 20005

638-7300

NEWS RELEASE

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AMERICAN CIVIL LIBERTIES UNION FUND
OF THE NATIONAL CAPITAL AREA

DAVID B. ISBELL
President

RALPH J. TEMPLE
Legal Director

FOR IMMEDIATE RELEASE

HOLD SCHOOL BOARD IN CONTEMPT, ACLU FUND ASKS COURT

The American Civil Liberties Union Fund today (Thursday, December 21, 1972) filed a motion in U.S. District Court for an order to show cause why the School Board and School Superintendent should not be held in contempt for violating a May 25, 1971 Court decree requiring equalization of per pupil expenditures in all D.C. elementary schools.

The show cause order motion stems from the Hobson v. Hansen litigation and was occasioned by a School Board report to the Court which admitted that 55 out of 132 D.C. elementary schools have been out of compliance with the Court order since the opening of school this fall.

In an effort to avoid further litigation, ACLU Fund attorney Peter Rousselot wrote to the Corporation Counsel demanding that the schools be in compliance by December 20, 1972. The Corporation Counsel responded that compliance could not be effectuated before January 29, 1973. The motion for a contempt order was then filed.

The ACLU Fund motion asks that members of the School Board and the School Superintendent be found in contempt; that each of them be fined $10 per day from September 7, 1972 until they comply, up to January 29, 1973. (If compliance is not effected until January 29, the fines would come to $1,450 per person.) The motion asks that after January 29, 1973 School Board members and the Superintendent each be fined $100 per day for each day that any D.C. elementary school is out of compliance.

Commenting on the ACLU Fund motion, Ralph J. Temple, ACLU Fund Legal Director, stated:

"The D. C. School Board was given 19 months to work out a compliance plan. At the end of that time, they calmly announced that more than one out of three schools was still out of compliance. It is immaterial whether the reason for this performance is conscious neglect or merely incompetence. When each School Board member recognizes that each day of non-compliance will take money out of his or her pocket, we believe they will find a way to comply with the Court's order. We are convinced that nothing else will work."

FOR FURTHER INFORMATION: FLORENCE B. ISBELL

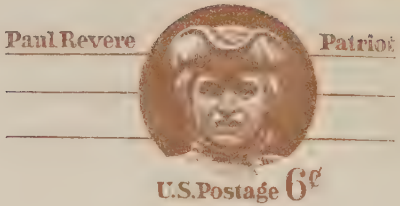
NATIONAL POLICY CONFERENCE
ON EDUCATION FOR BLACKS

The response to our invitation to the Conference has been much greater than we anticipated. Since the Conference cannot accommodate more than 600 people, we will not be able to accept any additional registrations. Registrations which are received in our office after Monday, March 27th will be returned. We hope that this notice will not be a disappointment to you.

3/23/72

Augustus F. Hawkins

Representative Augustus F. Hawkins
CHAIRMAN



Julius Hobson
WIQE
300 M Street, SW
Washington, D.C. 20024

TELEGRAM

TO: Rep. Augustus F. Hawkins, Chairman, National Policy Conference on Education for Blacks, Rm. 2350, Rayburn Bldg., DC 20515

FROM: Julius W. Hobson, Director, Washington Institute for Quality Education

DATE: March 27, 1972

IN RE YOUR ON-AGAIN OFF-AGAIN INVITATION TO THE NATIONAL POLICY CONFERENCE ON EDUCATION FOR BLACKS, I SEE NOTHING IN THE NATURE OF THE BLACK CAUCUS THAT GIVES IT THE AUTHORITY TO HOLD THESE SUPERFICIAL ASSEMBLIES AND TO ISSUE POLICY STATEMENTS IN THE NAME OF 22 MILLION BLACK AMERICANS.

IT WOULD BE A GREAT FAVOR TO OUR CHILDREN IF [redacted] POLITICAL HUSTLERS COULD BE KEPT OUT OF THE AREA OF PUBLIC EDUCATION.

Called in: 11:50 a.m.

TELEGRAM

TO: Rep. Augustus F. Hawkins, Chairman, National Policy Conference on Education for Blacks

2.1.0

FOR RELEASE
March 9, 1970

Julius W. Hobson
554-3308

Failure of the D.C. Public School Authorities
to Implement Judge Skelly Wright's Decision in the Hobson v Hanson Case

".... The Washington school system is a monument to the cynicism of the power structure which governs the voteless Capital of the greatest country on earth."

So stated Judge Skelly Wright in his decision handed down on June 17, 1967.

Judge Wright found in essence that it is unconstitutional to distribute public educational resources on a discriminatory basis. The court decreed that these resources be equalized. The inequity in the total expenditure of money per student, particularly in the poorer schools, was specifically pointed out by the court. Yet more than two years later the data show that there has been no organized attempt on the part of school authorities to carry out this basic part of the Judge's order.

The total expenditure per pupil gap shown by public school data in 1965 amounted to a $411 spread between the lowest and highest schools in the city. The latest available data, 1968, show that this gap has not been closed but has widened to a $492 spread between the lowest and highest schools.

In 1965, the highest average expenditures per pupil were in schools located in the highest income areas of the city. The latest data published by the school administration for 1968 show that the areas with income ranges of $10,000 to $12,000 and over still contain the schools with highest per pupil expenditures based on regular budget funds.

The 1965 data placed in evidence also showed that the schools with the lowest expenditure per pupil in the city were located in Southeast Washington. The latest new figures published by the school administration reveal the same pattern of inequity.

In the area of special projects the school administration violated the law in the distribution of compensatory funds. The cheating by D.C. Public Schools in the use of ESEA funds is worse than what is happening in the South.

It is amazing to find our own school system, primarily Black, still discriminates economically against the poorer schools -- even with compensatory funds! As the newly published figures show, the average increase in expenditures per pupil due to ESEA funds spent in the schools with higher regular budgets was 5.1% -- more than twice the increase caused by ESEA funds (2.0%) spent in schools with the lowest regular budget.

Expenditures per pupil are basic indicators of the extent to which all programs in the public school are implemented in a fair and impartial way -- for the benefit of all students, these figures reflect such practices as unfair distribution of library facilities, experienced teacher assignments, books per pupil, equipment and supplies and special project administration.

Following a series of reports from the school administration requested by the Committee to Implement the Wright Decree, it became increasingly apparent that despite "words" charging the contrary, the administration was not in fact implementing major portions of the court's rulings. The School Board, on July 7, 1969, rejected a motion that the Board "... meet a minimum of once a week this summer and as many times as necessary to implement this (court) decree." In some cases where the Board of Education has instructed the school administration to deal with a specific inequity and report back to the Board, these instructions have been ignored.

It is apparent that the school administration is neither capable of achieving nor concerned about equal educational resources for all children in the District of Columbia.

Although eliminating economic discrimination, by equalizing general fund expenditures (and resources) plus concentrating special title funds in poorer schools, will not solve all educational problems -- it is a necessary and court ordered step which the administration can or will not take. Therefore, I can only predict an increasing inequity which is already contributing to a sporadic revolt of the students. Since any general rebellion will cause a clear and present danger to all students, I must now ask the court to place the school system in receivership under a court-appointed master to end the systematic destruction of our children.

####

ANNOUNCEMENT OF PRESS CONFERENCE

Julius Hobson will hold a press conference on Thursday, December 7, 1972, at 10 a.m., at 1319 Fourth St., S.W.

He will discuss the compliance of D.C. public schools with the Wright decree and the recent report which the school system filed last week with the Court.

Telephoned above announcement to the following on 12/5/72:

AP 833-5368

UPI 783 1177

Wash. Post 223-6000

Wash. Star-NEWS 484-5000

WRC-TV 362-4000

AFRO-AMERICAN 332-0080

WTOP-TV 686-6114

WMAL-TV 686-3000

WTTG-TV 244-5151

Press conference cancelled 12/6 —

V.M.

CONTACT:

WIQE WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M STREET, S. W. • WASHINGTON, D. C. 20024
TELEPHONE (202) 554-3308

August 4, 1972

FOR IMMEDIATE RELEASE:

The following letter was sent today to U.S. Representative Edith Green (D. - Ore.) concerning her statements yesterday at the hearing before the House District Committee fiscal affairs subcommittee. The letter is from Mr. Julius Hobson, Plaintiff in the Hobson v. Hansen case.

WIQE WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M STREET, S. W. • WASHINGTON, D. C. 20024
TELEPHONE (202) 554-3308

August 4, 1972

Hon. Edith Green
Member of Congress
House Office Bldg.
Washington, D.C. 20515

Dear Mrs. Green:

I read with great interest the article on pages B-1 and B-4 of the Washington Post of Thursday, August 3, 1972.

While I share your concern in regard to inability of officials of the D.C. public schools to provide your subcommittee with adequate information for what is clearly a needed teacher pay increase, I was disturbed that you -- according to the article -- placed much of the blame for this situation on the equalization/desegregation decisions in Hobson V. Hansen.

You were quoted as saying that the court will not let the school system hire white teachers. This statement is, of course, just not the truth.

As you may know, for the first time since the decree was rendered in 1967, the school system equalized its teacher resources in the elementary schools in May of this year - 1972. The court compelled the equalization because in 1971 the system was shown still to discriminate economically against poor and black schools.

Moreover, the Court has at no time ever tried to overrestrict the school system in dealing with an effective educational program; to the contrary, it has constantly encouraged the system to come forward with creative educational plans that in fact are inconsistent with its equalization order.

In particular, the court's fourth paragraph of the present May 25, 1971, equalization order states (347 F. Supp. 844, 864 (1971)):

"4. At some future time, the Board and the school administration may adopt specific, measurable and educationally justifiable plans which are not consistent with the present order. At such time, upon a prima facie showing that the plans are reasonably designed in substantial part to overcome the effects of past discrimination on the basis of socio-economic and racial status, the court may modify the present order."

That the school system has not in fact availed itself of this affirmative offer of Judge Wright is, of course, not the Court's fault.

Yours sincerely,

Julius W. Hobson
Director

FOR RELEASE

December 12, 1969

Julius W. Hobson
Washington Institute for
Quality Education
300 M St., S.W.
554-3308

STATEMENT BY JULIUS W. HOBSON

BEFORE THE D.C. COALITION ON NATIONAL PRIORITIES AND LOCAL NEEDS

During the past few weeks news stories have highlighted violence in the D.C. public schools. Increasing disrespect, hostility, physical threats and distruction is a reality. However, unlike city officials and some educators, I cannot advocate punishing young people -- graduating at the rate of over 5,000 a year -- for being unable to function in our society. It seems far more reasonable and right to jail city fathers, School Board Members and school administrators who failed to support the abolition of inequity in public education, the tract system, and special privilege.

The Chairman of the City Council, Mr. Gilbert Hahn, during his long years as a resident of the District never offered to lend his prestige, money or support to helping students read, learn to count or secure sufficient books and resources to find a positive role in society. Now he, and men like him, are offering to help control "violence" in the schools when they failed to indicate any prior interest in the welfare of students. What is the point in locking the barn door after the horse has been stolen? We are too late with too little.

Thousands of students have been destroyed or pushed out by the ruinous educational practices of the District. These students are returning to the only real place they know to vent their hostility and frustrations -- the schools. Many of them are still school age -- but are "push-outs," drop-outs," or part of the nearly one-third daily "absentee count" -- an indication of the growing malaise of the system.

The "answer" to the problem is not Hahn's City Council oppressiveness like wall-to-wall police at School Board meetings nor is it the Superintendent's suggestion (without plan) of community cooperation. The crisis will not be averted until the following first steps have been taken. Unless these actions are immediately initiated, I can only predict an educational holocaust, a rebellion by the young against the existing inequities and incarceration characterized by increasing student strikes and destruction. Any "answer" is two-fold -- "long range" and "short range."

Short Range Requirements: The District should identify emergency funds to:

1. Work with the United States Employment Service in D.C. to establish a special counseling and employment service at each high school. Young people not enrolled at the school should be directed to special counselors. Rather than slamming doors

repeatedly in the face of the jobless youth, high school employment and counseling offices should offer continuing services and direction to drop-outs and graduates (similar to college placement offices). Former students should be welcome and assisted with job information, enrollment in city youth programs, and help with special health or welfare needs.

2. Select, train and employ a Hall Patrol Official in every high school, junior high school and designated elementary schools. This person should be employed full-time by the school system to patrol the halls -- providing directions and assistance to students (with hall passes) and adults. Young people not enrolled in the school should be directed for help to the special counseling office. Individuals selected for hall patrol duties should reside in the neighborhood and relate to young people -- they might be retired from other jobs. They should not be armed or uniformed.
3. Force the Justice Department to design an intensive program to combat the illegal drug traffic raging in the city schools rather than concentrating their resources on the persecution of political dissenters. Neither the community nor the local police alone can deal with the highly organized interstate and international aspects of drug traffic.

Long Range Requirements:

1. As I have emphasized during my year on the Board, drastic educational reforms are urgent. To relieve crowding and other problems, the District should immediately investigate and develop plans to convert to a year-round educational system similar to the Atlanta Plan. Work-study and employment programs should be scheduled on a year-round basis rather than forced during the summer months.
2. Any young person under the age of 21, should be encouraged to complete his high school education at public expense at evening schools sponsored by the Board of Education. Vocational education must be expanded to all schools rather than crowded into special schools.

Retraining teachers, redistributing decision making, equalizing books and resources, streamlining the budget, and improving administrative techniques are needed to avert an educational disaster. However, as long as "special privilege" remains the modus operandi of the school administration, then tragedy cannot be avoided. Special privilege and unequal treatment have brought us to the brink of disaster and will push us over unless we shift our attitudes and priorities.

# # # #

KILLEEN, TEXAS
HERALD
D. 8,500.

DEC 9 1973

BLACK PRIDE by Janet Harris and Julius Hobson. New York, McGraw Hill, 1969.

The history of Blacks in America is filled with the personalities of dramatic and dynamic leaders. Moving from Nat Turner to Marcus Garvey to Malcolm X, a tradition of courage and militancy has taken shape. As Garvey said, "Black is beautiful" and to understand why it is beautiful is to understand Black Pride.

WASHINGTON COUNCIL OF LAWYERS

Newsletter #3
P.O. Box 28243

July 1, 1971

COUNCIL LUNCHEON TO HEAR BAYH, DELLUMS AND HOBSON ON EMPLOYMENT DISCRIMINATION -

Denials of equal employment opportunity by the government and the private sector are among the most pernicious problems in our nation which can be remedied by prompt and aggressive legal representation. To discuss the dimensions of this problem in Washington and to help define a program for the legal profession to aid in its eradication, the Council is pleased to sponsor a luncheon to be held on July 15 from 12:30-2:00 p.m. at the Peking Restaurant: 711 - 13th Street, N.W. The luncheon will be addressed by three men who, bring a special relevance and commitment to this subject, Senator Birch Bayh of Indiana, Representative Ronald V. Dellums of California and Mr. Julius Hobson, Director of the Washington Institute for Quality Education. The price for this luncheon is $3.00 if paid in advance, and $3.50 at the door. Reservations may be obtained by returning the form attached to this newsletter or by telephoning Miss Lawton, at: 347-3801. All members of the Council and other interested lawyers are invited to attend. Since only 150 seats are available, we urge you to place your reservation as soon as possible.

LAWYERS' COMMITTEE FOR CIVIL RIGHTS ANNOUNCES PROGRAM TO CONTEST FEDERAL GOVERNMENT EMPLOYMENT BIAS -

Substantial and immediate volunteer legal assistance is required to represent the several thousand members of over 20 Federal Agency Task Forces formed over the last few months to protest denials of equal employment opportunity in the Federal Service. Protests by black and minority workers in the last few months have resulted in hundreds of suspensions and disciplinary proceedings, a number of terminations and dozens of arrests. Remarkable as it may seem in an age where the government funds its own agencies to deal with private discrimination the statistics suggest that the Federal Service is as guilty of bias as many of the most flagrant private employers. To meet this massive problem, the Washington Lawyers' Committee is mounting a three part program to which every lawyer and firm can make a meaningful contribution. If you would like to help, here is what you can do:

1. Several hundred individual attorneys in government and private practice are required to represent individual employees in grievance proceedings in their respective agencies and before the Civil Service Commission. Applicable government regulations permit government lawyers to serve in this capacity. The Lawyers' Committee has

prepared a memo reviewing the stages and techniques of representation in these cases.

2. Law firms or individual private attorneys are required to represent Task Forces and individual employees in disciplinary proceedings brought to curtail protest activities. Where appropriate, affirmative legal action will be taken. Material discussing defenses and causes of action are available through the Committee.

3. Law Firms are being asked to make available short-term but full-time assistance in the form of an associate or summer law clerk to research the possibility of comprehensive challenges to components of the Federal Service employment regulations such as training programs, job classification or recruitment policies. Suit has already been filed against the Federal Service Entrance Examination and 2 firms have already made significant assistance available. Help from four additional firms is required.

The Lawyers' Committee's efforts in this field are being coordinated by the Committee's Associate Director, Lawrence Jamison. Anyone interested in participating in this effort should call him at: 347-3801, or write to the Lawyers' Committee at: 733 - 15th Street, N.W., Suite 1137, Washington, D.C. 20005. Representation in even a single case can mean a great deal.

COUNCIL MEMBERSHIP

Since our last newsletter the council's membership has grown by approximately 80 members. Total membership now stands at 290. Although this represents a fine start, a great deal remains to be done. It would be appreciated if you would call the council's program to the attention of your friends. Additional copies of this newsletter are available upon request.

Tina Lower - only copy

NCSPS Newsletter

NATIONAL COMMITTEE FOR SUPPORT OF THE PUBLIC SCHOOLS • 1424 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036

Vol. II, No. 3 October, 1966

THE ROOTS OF SCHOOL FAILURE: A NEW PERSPECTIVE

"While it reads like an Agriculture Department bulletin on fertilizer. . .it is the most important piece of educational research in years."

This is how Christopher Jencks, writer for The New Republic, sizes up a recent report, Equality of Educational Opportunity, published by the U.S. Office of Education.* The report, in Jencks' view, is cause for conscientious educators to doubt the value of past and even present theories on the education of disadvantaged and minority group children.

The USOE study, prepared under the direction of Prof. James S. Coleman of Johns Hopkins University, was called for by Congress in the 1964 Civil Rights Act. A growing awareness that disadvantaged children are not getting a fair shake in our public schools—and the fact that desegregation of schools is not proceeding very rapidly—prompted Congress to direct the U.S. Commissioner of Education to conduct a survey determining "the lack of equal educational opportunities for individuals by reason of race, color, religion, or national origin at all levels in the United States, its territories and possessions, and the District of Columbia."

The raw data was collected in September and October of 1965. By the time the study was completed, 645,000 pupils and 60,000 teachers had been tested and/or interviewed in some 4000 schools around the nation. Pupils tested were in the third, fifth, ninth, and twelfth grades.

The survey shows first of all, not to anyone's great surprise, that the nation's schools are indeed segregated; of the minority groups, Negroes are the most segregated, but of all groups in the United States, whites are the most segregated.

Another finding, which did surprise some people, is that the school facilities available for the average Negro student are not too different from those available to the white student. A close look at the situation reveals, however, that there is a big difference in the quality of facilities and the qualifications of teachers. The school attended by a Negro student may have a library, but the books may be fewer and older than those available to white students. Also, in some cases—notably in metropolitan Midwestern districts—the pupil-teacher ratio is higher for Negroes than for whites. The average Negro classroom has 54 pupils, the average white classroom has only 33. (Double sessions, common in preponderantly Negro schools, may account in part for the higher figure.)

But the researchers dug below the statistical level, venturing into subtler realms to provide the first fully documented account of the opportunities available to minority group children and the extent to which these opportunities (or the lack of them) contributed to their school achievement.

Prof. Coleman commented on the report and its findings in the Summer 1966 issue of The Public Interest (Freedom House, New York), observing that the survey "may have political repercussions. . . and some of its findings, though cautiously presented, have sharp implications."

Senator Abraham A. Ribicoff (D-Conn.) agreed, telling HEW Secretary John W. Gardner at a Senate hearing: "I think the time has come for us not to be satisfied with cliches. . .A lot of the concepts in this report are loaded with political dynamite."

"The great virtue of this report," Prof. Coleman added, "is that it did not take a simple or politically expedient view of educational opportunity. The principal focus of attention was not on what re-

*Available from the U.S. Government Printing Office, 737 pages, $4.25. Also available in a 33-page summary, $.30.

sources go into education, but on what product comes out. . ." To achieve this focus, the researchers measured "those areas of achievement most necessary for further progress in school, in higher education, and in successful competition in the labor market."

If all groups had equal opportunities in education, the report said, about 50% of the minority children would have scored below the average score of the whites. Educational opportunities being what they are, though, a whopping 85% of the minority group children scored below this average.

Briefly, here are some of the conclusions reached by the survey analysts, some of which were outlined by U.S. Commissioner of Education, Harold Howe, in a recent speech.

- Going to good schools has a much greater effect on the achievement of disadvantaged children than on children of the advantaged white majority. That is, children from advantaged homes—those which stimulate learning—will achieve at the relatively same rate no matter what school they attend. On the hand, the disadvantaged child needs a good school, to make up for environmental deficits.
- By the same token, having a good teacher makes a proportionately greater difference to the disadvantaged child than to the advantaged child.
- Creating more opportunity for disadvantaged pupils can in part be achieved simply by putting them in schools with children who are not disadvantaged—this because the aspirations and attitudes of fellow students have been found to be a large influence in a child's achievement. (Survey findings showed that when disadvantaged youngsters were placed in classes with more advantaged youngsters, they benefitted, and that, despite the fears of some parents, the achievement rate of the middle-class child is not slowed down by this situation.)
- The single factor influencing student achievement the greatest is the quality and attitude of the teachers. Moreover, as grades get higher, teacher influence becomes greater. Coupled with this finding is the discouraging fact that disadvantaged students tend to wind up with the least capable teachers.
- Finally, the disadvantaged student, much more so than his more advantaged counterpart, feels that he has little control over his destiny—that luck or chance will influence the success or failure of his future more than his own efforts.

This feeling of "powerlessness" in the school environment, as defined in the preceding, is of course directly related to the fact that teacher quality and attitude is a great influence on a disadvantaged child's ability to function with any degree of success. Two U.S. Office of Education officials, Frieda Denenmark and James E. Mauch, in a recent paper, described this alienation and powerlessness of certain subgroups of our population as a direct cause of educational deficiencies of the poor—which may be a reaction to "an educational process that does not 'see' them, much less accommodate to their needs."

Powerlessness, explain Denenmark and Mauch, is a symptom of the poor not restricted merely to their experiences in education. Rather, it can be defined as "the exclusion from dominant society and opportunities on almost all levels, operating simultaneously with a proclaimed societal commitment to democracy, equality, pluralism, and the belief that the individual can rise through his own efforts, merit, and achievement."

That the poor suffer from these feelings has been pointed out by many scholars, Denenmark and Mauch point out. Arthur Pearl, in 1965, wrote of the poor as having "a poorer self-image, a greater sense of powerlessness, a more fatalistic attitude toward life, a lack of future orientation." In 1954, Julian B. Rotter (Social Learning and Clinical Psychology) recognized this feeling and related it to the ability—or lack of it—to function successfully. Learning, he said, depends upon the expectation that there will be a successful outcome, and that such an outcome will be valuable. Therefore, if a person believes "there is little he can do to bring about what he wants," he is already on the road to failure.

These theories point up the significance of the 1966 Equality of Educational Opportunity report as long overdue statistical documentation of what has been suspected for some time.

The survey showed that considerably more Negroes (as well as all other minority groups, except Oriental Americans) answered in the affirmative substantially more times than did white students, on questions like these:

(1) Agree or disagree: Good luck is more important than hard work for success.

(2) Agree or disagree: Every time I try to get ahead, something or somebody stops me.
(3) Agree or disagree: People like me don't have much of a chance to be successful in life.

These same students were also given standardized achievement tests and the results were compared with their attitudes about themselves. It was then found that when minority groups do feel that they can affect their environments and shape their own futures, their achievement is higher than that of whites who lack that conviction. Indeed, says Prof. Coleman, "This attitude was more highly related to achievement than to any other factor in the student's background or school."

Should the blame for educational deficiencies of the poor be placed on the school itself or on environmental factors outside the school? Those factors outside the school are obvious—community apathy, lack of books in the home, child-rearing practices, unemployability of the head of the household, etc. Daniel Bell, in The Post-Industrial Society, warns that "the economic situation of the Negro may become relatively worse, simply because the rate of economic change is such as to outrun the increase in educational opportunities available to him. . . ." Denenmark and Mauch suggest that "decent employment. . .of the male population is a critical factor in the whole picture of the life style of the poor. No amount of education-input alone can solve the problem of educational deficiency. Children are not easily deceived by what is, essentially, a hypocritical situation." As a result, they say, "while educational deficiency is one of the causes of unemployability, lack of unemployment of the adult male is, conversely, a cause of educational deficiency in the child."

While acknowledging the validity of these arguments, Denenmark and Mauch warn that this theory (the environmental theory) "may be misused to get the schools somewhat off the hook." For if environment outside the school were really the sole cause of educational deficiencies of the poor, then, "real progress (in the schools) would have to wait until housing and job opportunities are equal, racial prejudice is abolished, and poverty is a thing of the past."

Both feel that the schools themselves participate in the perpetuation of educational deficiencies through their inability to adjust to the needs of these youngsters; rather than change themselves, schools on the whole expect all children to adjust to their middle-class standards and approach.

One expert who places the blame for educational deficiencies of the poor directly on the schools, is Kenneth Clark, professor of psychology, College of the City of New York. In his recent book, Dark Ghetto, he says:

> "Looked at one way, it seems the epitome of common sense—and certainly compassion—to be convinced that a child who never has had toys to play with, or books to read, who has never visited a museum or a zoo or attended a concert, who has no room of his own, or even a pencil he can call his own, ought not to be expected to achieve in school on a level to match a fortunate child. His image of himself is certain to be poor, his motivation weak, his vision of the world outside the ghetto distorted. But common sense and compassion may not tell the whole story. The evidence of the pilot projects in "deprived" schools—odd though it may appear to many—seems to indicate that a child who is expected by the school to learn does so; the child of whom little is expected produces little. Stimulation and teaching based upon positive expectation seem to play an even more important role in a child's performance in school than does the community environment from which he comes.
>
> "A key component of the deprivation which afflicts ghetto children is that generally their teachers do not expect them to learn. This is certainly one possible interpretation of the fact that ghetto children in Harlem decline in relative performance and in I.Q. the longer they are in school."

These views of who or what is to blame are not as far apart as they might seem on the surface. Rather, it is a matter of placing relative importance on diverse theories, all of which may be valid. Prof. Coleman sums it up simply, in just two points: "(1) These minority children have a serious educational deficiency at the start of school, which is obviously not a result of school; and (2) they have an even more serious deficiency at the end of school, which is obviously in part a result of school." Negroes in the Northeast, for example, were 1-1/2 years behind white children at grade three, but fell progressively behind, until at grade 12, they were 3-1/4 years behind.

Thus, even though environment contributes greatly to the disadvantaged child's underachievement, the schools themselves appear to fail. For, says Prof. Coleman, "Schools are successful only in-

sofar as they reduce the dependence of a child's opportunities upon his social origin." Yet, in reality, "at the end of school, the conditional probabilities of high achievement are even more conditional upon racial or ethnic background than they are at the beginning of school."

As a result of his work, Coleman has three suggestions for the schools, which he calls "a modest, yet radical proposal."

- First—For students who come from the type of environment which tends to inhibit their achievement, "it is important to replace this family environment as much as possible with an educational environment—by starting school at an earlier age, and by having a school which begins very early in the day and ends very late."
- Second—"It is important to reduce the social and racial homogeneity of the school environment, so that those agents of education that do show some effectiveness—teachers and other students—are not mere replicas of the student himself. In the present organization of schools, it is the neighborhood school that most insures such homogeneity."
- Third—Revamp the educational program itself to make it more effective. "It is hard to believe that we are so inept in educating our young that we can do no more than leave young adults in the same relative competitive positions we found them in as children."

The findings in the report on Equality of Educational Opportunity, and the belief of some (including Prof. Coleman) that pouring money into disadvantaged schools merely for tangible things will not really accomplish much, is causing many to reconsider how future allocations should be spent under Title I of the Elementary and Secondary Education Act—the section aimed at helping disadvantaged children.

Often, in a bureaucracy, discoveries and findings by one office never sift their way down or across or up to related offices. But things are changing; U.S. Commissioner of Education Harold Howe, for one, has already suggested to state Title I administrators that they study the report carefully. And a Title I official has recommended changes in "program emphasis" on the basis of the report and on the subsequent Coleman article reviewing it. Quoting Prof. Coleman as saying "What is important is not to 'equalize' the schools in some formal sense, but to insure that children from all groups come into adult society so equipped as to insure their full participation in this society," the official went on to offer several suggestions for new kinds of Title I projects. Let's concentrate, he said, on:

1. Projects which aim at "changes in self-concept;"
2. Projects which change the homogeneity characteristics of the schools, such as adding a significant proportion of achieving students and superior teachers;
3. Projects which aim at "changing the spirit of the school" which would probably be more beneficial than "trying to reduce class size and adding a teacher here and there;"
4. And finally, projects which develop the curriculum so that success is not only possible but frequent.

The National Advisory Council on the Education of Disadvantaged Children sent out teams of observers during the summer of 1966 to evaluate 90 Title I projects. The report of their observations and recommendations will be made public soon. Bearing in mind that summer programs, just by their nature, are likely to be more successful than winter programs, it will be interesting to see what, in the opinion of these experts, has worked and what has not. It will also be interesting to see if in the future, programs for the disadvantaged are measured according to the Equality of Educational Opportunity findings, which Commissioner Howe suggests as the Title I "plan for progress"—and more than that, "a benchmark for education."

THE CHURCH OF THE REDEEMER, PRESBYTERIAN
15th & Girard Streets, N. E.
Washington, D.C. 20017

29 November 1968

AT 8:00 P. M. ON WEDNESDAY, DECEMBER 4TH, JULIUS HOBSON WILL SPEAK TO A MASS MEETING AT THE CHURCH OF THE REDEEMER, 15TH & GIRARD STREETS, N. E. THE PREMIER MEMBER OF THE WASHINGTON SCHOOL BOARD ELECT WILL SPEAK ON THE TOPIC "HOBSON REPORTS". ALL MEMBERS OF THE WIDER WASHINGTON COMMUNITY ARE URGED TO BE PRESENT TO HEAR MR. HOBSON'S PREVIEWS AND PLANS FOR EDUCATION IN THE DISTRICT OF COLUMBIA FOR THE ENSUING YEAR. DONT'T FAIL TO HEAR

"H O B S O N R E P O R T S"

Jefferson P. Rogers
Pastor

Achievements of Washington CORE
Under the Direction of JULIUS W. HOBSON

Julius Hobson became Chairman of Washington CORE in 1961 and helped to build up the organization from approximately 15 original members to the present membership of over 700. Mr. Hobson is also a three year member of CORE's National Action Council, the governing body of CORE.

Mr. Hobson, as Washington CORE's Chairman, has received five awards for outstanding achievement since 1961. The awards are: The YMCA award for outstanding citizen, the Omega Psi Phi Fraternity award for outstanding achievement in civil rights, the D. C. Chamber of Commerce citation for contributions to community projects to secure equal opportunities, the Capital Press Club award for outstanding achievement, and the D. C. Federation of Civic Associations award of recognition of superior achievement. His five citations of merit from community organizations within three years is proof of Washington CORE's achievements under his leadership.

In June, 1963, in the CORE organized March on the District building and the Justice Department building, Mr. Hobson succeeded in getting the support of 4,500 people (officially estimated) for the march. At this time, he obtained Commissioner Tobriner's pledge for the date when a fair housing ordinance would be issued. It is now in effect. CORE's part in obtaining the housing ordinance was described in the April 16, 1964 issue of the Washington Post and an earlier issue of the Washington Star.

Under Mr. Hobson's direction, CORE succeeded in obtaining over 3,000 jobs for members of minority races. These jobs included those with the D. C. Transit Company, and some 2,000 jobs throughout 44 states with the Western Electric Company. Many of the jobs were filled in the Northeast region of the United States, through Washington CORE's association with the Lerner Dress Shop chain. CORE has literally changed the complexion of the shopping district in downtown Washington with the employment of Negroes in over 200 firms. Most of these jobs were gotten by negotiating - only 86 firms required picketing.

CORE recently succeeded in desegregating private schools in the District of Columbia.

Washington CORE was "put on the map" nationally when a Federal injunction was issued against it in the PEPCO case. CORE had proposed to distribute one/half million merit hiring stamps within the community, asking people to paste the stamps on their utility bills before paying them. The purpose was to create economic pressure on the company to obtain merit hiring and promotion.

Achievements of Washington CORE
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Education Writers Seminar

Sponsored by the National Council for the Advancement of Education Writing, with the assistance of a grant from the Carnegie Corporation of New York.

February 15-17, 1968
Atlantic City, N. J.

EDUCATION WRITERS ASSOCIATION

OBJECTIVES:

To provide, through the appearance of acknowledged authorities in the field of education, some guidelines for better understanding and interpretation of education's outstanding problems.

To provide an opportunity for the development of better working relationships between education writers and the nation's schools and colleges.

THURSDAY, FEBRUARY 15

12 noon — Registration opens, Illiad Room, Colony Motel

2-5 p.m. — Annual EWA business meeting, Ball Room, Colony Motel

Presiding: G. K. Hodenfield, Indiana University, Executive Director, EWA

6:30 p.m. — Cocktails (cash bar), Ballroom, Colony Motel

7:30 p.m. — Dinner, Ballroom, Colony Motel

Presiding: Martin Buskin, Newsday President, EWA

Address: Dr. Banesh Hoffmann, Professor of Mathematics, Queens College of the City University of New York: "The tyranny of testing — what can be done about it?"

FRIDAY, FEBRUARY 16

9-11:30 a.m. — General Session, Ballroom, Colony Motel

Presiding: Harry Salsinger, Detroit News

Discussion of Student Activism—What degree of protest should be allowed? What tactics are permissible?

Representing the New Left: Edward Schwartz, President, National Student Association. Representing the conservative viewpoint: Robert F. Turner, Indiana University.

12:15 p.m. — Luncheon, Park Lounge, Claridge Hotel

Presiding: Harry Salsinger, Detroit News

Address: Dr. Eli Bower, National Institute of Mental Health, Chevy Chase, Maryland: "School Mental Health Services: Hokum? Hinderance? Helpful?"

3-5 p.m. General Session, Ballroom, Colony Motel

Presiding: Patricia Doyle, Kansas City Star

Financing Higher Education — a Discussion.

Representing the private sector: President Kingman Brewster, Jr., Yale University. Representing the public sector: President Mason W. Gross, Rutgers — The State University.

6:30 p.m. Cocktails (cash bar), Crystal Room, Dennis Hotel

7:30 p.m. Annual EWA Awards Banquet, Crystal Room, Dennis Hotel

Presiding: G. K. Hodenfield, Indiana University, Executive Director, EWA

Address: Dr. Jeanne Chall, Professor of Education, Harvard University, author of "Learning to Read; The Great Debate."

SATURDAY, FEBRUARY 17

9-11:30 a.m. General Session, Ballroom, Colony Motel

Presiding: Peter Janssen, Newsweek, Vice President, EWA

Panel discussion on "What does the Negro want from the public school system?"

Panelists: Julius W. Hobson, Washington, D.C., a Black Power advocate, and Mrs. Ellen Jackson, Boston, Massachusetts, driving force behind "Operation Exodus."

Moderator: David Cohen, research director for the U.S. Civil Rights Commission for their report on "Racial Isolation in the Public Schools."

12:15 p.m. Concluding luncheon, Ballroom, Colony Motel

Presiding: Martin Buskin, Newsday, President, EWA

Address: Dr. Mark R. Shedd, Superintendent of Schools, Philadelphia, Pa.: "What can the public schools do for the Negro child?"

Education Writers Association

P. O. Box 1289, Bloomington, Indiana 47401

Area Code 812 336-4593

The National Professional Organization of Education Reporters and Editors

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Indiana University

SEMINAR HEADQUARTERS:

Colony Motel

The EWA press room, the Illiad Room of the Colony, will open Thursday noon.

The AASA press room in Convention Hall will open Friday.

REGISTRATION FEE: $7.00

STUDENT-SCHOOL BOARD CONFERENCE

Washington, D.C. Dec. 27-28

Manresa, Md.

sponsored by the D.C. Advisory Committee to the U.S. Commission on Civil Rights and Washington Institute for Quality Education

Special appreciation to The Philip M. Stern Foundation, Public Welfare Foundation, and for an anonymous gift through The Washington School of Psychiatry

SCHEDULE

FRIDAY, DEC. 27TH

11:00-11:45	Opening General Session
12:00-12:45	Lunch (Dining Room)
1:00-2:00	Workshop
2:00-2:30	Break
2:30-4:15	Workshop
5:00-6:00	Dinner (Dining Room)
7:00-8:00	Talent Show
8:00-11:00	Dance with Combo

SATURDAY, DEC. 28TH

8:00-8:30	Breakfast (Dining Room)
9:00-10:15	Workshop
10:15-10:30	Break
10:30-11:30	Workshop
12:00-12:30	Lunch (Dining Room)
1:00-2:15	Final Workshop
2:30-4:00	Closing General Session
4:00	Departure

WORKSHOP

Mr. Larry Aaronson

Mr. Aaronson is presently a teacher at Cardozo High School teaching sociology and drama. He has previously worked in the Upward Bound program, University of Maryland and the STAY program at Spingarn High School.

Mr. John Anthony

Mr. Anthony is a guidance counselor and Director of the Evening Program at the Morgan Community School. Mr. Anthony has taught school in Germany and for ten years has actively worked in various youth programs both in New York and Florida.

Mr. George Hampton

Mr. Hampton is currently working in HEW as Assistant Institutional Administrator for the Juvenile Facilities of the D.C. Children's Center. He has worked with the roving leader program and encouraged an alienated group of youth to form Rebels With a Cause. He also works at Laurel Training School, Maryland.

Mr. David Johnson

Mr. Johnson is presently with the Office of Education as chief of the Education Talent Search-Educational Opportunity Grants Branch. He has been both a teacher and administrator in the public schools of Oregon.

Mrs. Doris Jordan

Mrs. Jordan is presently working as the Assistant Center Director, Urban Northeast Concentrated Employment Program. She is an advisor to the Woodrow Bartges Boys Club and is on the Advisory Board of the Neighborhood Youth Development Program.

FACILITATORS

Miss Dorothy Kemp

Miss Kemp is working for project PUSH as a researcher and with Pride, Incorporated. PUSH hopes to see apartment houses in the city become co-operatively owned by the tenants. She has worked with the Upward Bound program at the University of Maryland.

Mr. Herbert Nichols

Mr. Nichols is an electronic engineer now working in the field of non-verbal program learning. He has worked extensively in the area of teacher sensitivity training and has taught vocational high school.

Dr. Preston Wilcox

Dr. Wilcox teaches at Columbia University. He is Chief Consultant to I.S. 201 in N.Y. and is working with community groups in Harlem and with young people of all ages.

Dr. William Wimmer

Dr. Wimmer is a Fellow in the Dept. of Child Psychiatry at John Hopkins University. He has worked in the area of adolescent group therapy and works now with guidance counselors in Harford County, Maryland.

MR. LARRY AARONSON

MR. JOHN ANTHONY

MR. GEORGE HAMPTON

MR. DAVID JOHNSON

MRS. DORIS JORDAN

MISS DOROTHY KEMP

MR. HERBERT NICHOLS

DR. PRESTON WILCOX

DR. WILLIAM WIMMER

HOBSON

will be
here
TODAY!
at 12:00 NOON
to collect
signatures

DISTRICT OF COLUMBIA CITIZENS

BULLETIN BOARD

FOR BETTER PUBLIC EDUCATION, INC.

Volume 4, Number 1 | 95 M Street, S.W., Washington, D.C. 20024, Tel: 484-7030 | February, 1973

Parents Are Told How To Look At A School

"When you visit your child's school, be objective, be observant, ask questions, don't be hostile, and don't leave until you are satisfied with what you have seen." That was the message a principal, a former teacher and a university professor brought to the audience at the second workshop for parents sponsored by D.C. Citizens for Better Public Education last month.

The workshop speakers were Thomas Brown, principal of Adams Community School, Olive Covington, former teacher and now director of the Advisory and Learning Exchange, and James Craigen, associate professor of social work at Howard University. The workshop was designed to help parents evaluate their children's schools and develop techniques for improving those schools. The three speakers helped parents identify the important things to notice about a school building, the staff, the teacher, the classroom, the pupils, and the program. All three pointed out that sometimes "what you see is not necessarily what you get".

Brown suggested that parents observe the building and its grounds, but added that more important than the age of the building are such things as atmosphere, class and classroom size, whether equipment such as projectors, etc. shows signs of use, and whether the bulletin boards reflect pupils' work or adult perfection. He reminded the audience that sometimes parents assume that certain things such as new buildings, use of tables instead of desks, expensive "hardware", rigid discipline and neatness (or their opposites), indicate a good educational program. In fact, he said, parents cannot make a judgement based only on these items and must spend enough time in the classroom to observe the teacher's performance and the skill with which she teaches the children.

Ms Covington discussed ways in which parents can make decisions about the teacher and her relationship with her pupils. She suggested that parents notice such things as whether or not the school welcomes visitors and parent observation. Does the teacher stop what she is doing when a parent enters the room and

(continued on page 4)

FY 1974 School Budget Fact Sheet

1. The City Council completed its hearings on the city's budget in January. The Mayor submitted a budget of $168.3 million for the schools. This is an increase of $22 million from last year, but the major part of the increase is to cover the teacher pay raise voted by Congress last fall. The actual program increase is only $3.6 million.
2. The Board of Education voted to use the $3.6 million principally to fund elementary teacher positions to lower class sizes, and to add secondary school teachers to handle the increased enrollment at that level.
3. In addition, the Board voted to present to the City Council an additional request of $7.7 million for: an improved kindergarten program, additional staff for career development and special education programs, and classroom supplies. The Board's total request is for $176 million
4. If the City Council and Congress approve the Mayor's request for $168.3 million, we are not guaranteed any new programs or increases in services. The requests for additional teachers are based on a projected drop of 6,000 in elementary school pupils (twice the 1973 drop) and an expected increase in junior high pupils. It appears that large classes will probably continue in junior high, but there may be some slight improvement in high school class sizes.
5. There is no increase in the Mayor's budget for teaching materials.
6. There is considerable uncertainty about the future of Impact Aid which will still be funding several presumably necessary central management positions.

Comment On The 1974 Budget

(Editor's Note: The following article is an extract of the statement by Mrs. Reuben Clark Jr., budget chairman, D.C. Citizens for Better Public Education, before the D.C. City Council, January 26, 1973).

A year ago, the City Council hearings on the proposed 1973 public school budget were marred by distrust and confusion.

Due to the very late passage of the 1972 appropriations bill, and due to the fact that it not only contained less money than requested for education, but also required new programs and new expenditures without providing any new money to pay for them, the schools found themselves halfway through the fiscal year

(continued on page 4)

The Waddy Decision On Children's Rights

PART TWO

The December issue of the Bulletin Board contained a simplification of the decision handed down by Judge Joseph C. Waddy in the Peter Mills case in August, 1972. The Waddy decision declared that the practice of excluding handicapped children and children with behavior problems from public education without providing both alternative forms of schooling and adequate hearing and review procedures is unconstitutional. In this issue, DCCBPE staff member Patricia Nagle comments on the school system's implementation of the decree.

Citizens considering the effects of the Waddy decision should keep one fact well in mind: the District of Columbia government, as well as the D.C. Public Schools, was a defendant in the suit. This fact can be too easily ignored since Judge Waddy charged the Board of Education with the responsibility of providing suitable education for the children represented in the case. The word *joint* must be emphasized because in the past many children were denied services due to jurisdictional disputes between the Department of Human Resources in the District government and the Department of Special Education in the school system.

These jurisdictional disputes are doubly important because they often involved cases that were potentially the most expensive. An example of such a disagreement involved the services offered to profoundly retarded children. Such cases often require long term institutional care, costing $5,000 a year and up. At one point, the Special Education Department claimed it was responsible only for education and training, refused to pay tuition costs for such children, and attempted to force the Department of Human Resources (DHR) to assume financial responsibility for the "custodial" and health aspects of residential cost. DHR, however, claimed it was only responsible for the costs of children who were wards of the city, and would force parents to give up custody of a child before assuming financial responsibility. Needless to say, many parents resisted granting the city such custody. These administrative labyrinths caused many children to lose the public services to which they were entitled.

The Waddy decision directs the District government and the school system to cooperate in developing "procedures and programs to implement" the Court's order. The decision further states that if these two departments can't or won't develop joint procedures the Board of Education is to develop these plans independently and is then to return to the Court to resolve any disagreement that occurs with the District government as a result of the plans. Thus the Court hopes to keep children from being sacrificed in bureaucratic games playing.

Currently, the emphasis in the Department of Special Education is on developing acceptable "school based programs" and on improving in-service training for both teachers and principals.

The Waddy decision states that "Each member of the plaintiff class is to be provided with a publicly-supported educational program suited to his needs, within the context of a presumption that among the alternative programs of education, placement in a regular public school class with appropriate ancillary services is preferable to placement in a special school class."

This paragraph of the decision reflects good contemporary educational philosophy on how handicapped children can best be educated. It is a viewpoint toward which the Department of Special Education has been moving during the past two years, and which has been accelerated by the decision. *The Comprehensive Plan for Special Education* which the school system was obliged to file with the Court in September, 1972, refers to the kinds of concerns which led to re-examination of the old idea that special class placement was the best place for the handicapped child:

> ". . .what happens to the self concept of a child who subjected to the dehumanizing effects of the labeling and categorization process: Likewise, professional educators are becoming increasingly sensitive to the phenomenon of the 'self-fulfilling prophesy' in which the labeled child takes on all the characteristics usually associated with that label in spite of the fact that he may not have possessed them previously. Increasingly, professional educators are becoming aware of the peer group problems which are created when responsible adults attach stigmatizing labels to a child. Most importantly, professional special educators are becoming increasingly aware of the fact that we can no longer allow such traditional processes to serve as the basis for the determination of the educational service to be rendered."

To put it a bit more simply, educators began to see that it might not be good for a child to be told he was, for example, retarded or socially maladjusted, that other kids made fun of the child who was so labeled, that he sometimes acted more "retarded" than he actually was as a result of being so identified, and that educational programs set up on the basis of questionable diagnoses often failed to meet children's needs. Such a situation, coupled with the existence of large numbers of children who had been labeled and rejected by the schools previously, dictated something more than simply extending the number of special classes if the spirit of the Waddy decision was to be carried out. The "school based program" represents an attempt to meet this challenge by reversing past patterns of exclusion and segregation of the school system.

Parents who previously have been told that the regular school is not equipped to handle their children and who have struggled to find placement for those children in special classes or special schools find this new development disturbing. Teachers who honestly believe that they "have not been trained to deal with that sort of child" find it threatening. Both groups are aware that this is not the first time that the schools have

attempted to deal with a broader-than-normal range of abilities with the classroom and their memories of these attempts are not encouraging. The MIND program was the most recent of those attempts.

MIND (Meeting Individual Needs Daily) was designed to deal with the problems the system faced when the track system was abolished by Judge J. Skelly Wright in June, 1967. It was hoped the MIND would give the "slow learners" who had populated the lowest track the tools to survive in an ordinary classroom. However, both the focus and the clientele of the MIND program became increasingly unclear, its reputation became muddied and last year, the Task Force on Special Education recommended that the program be dropped. It is these MIND teachers, together with teachers who had handled social adjustment classes and teachers of children with learning disabilities (CLD) who have now been assignnd to the "school based program."

In an ideal operation, the school based program would provide so much assistance at the local school level that few children would require placement in special classes or schools. A student would receive anywhere from half an hour to half a day of help from the school based special education teacher who would coordinate her program with that of his regular teacher. Help from specialists from the Department of Special Education would be available for both the regular teacher and the school based person. The child could find a program that suited his needs within the mainstream and thus avoid the stigma of special class placement. The crucial question is: does the program operate this way?

It is too early to give an unqualified yes or no to that question. In one of the better school based programs which this office has observed, the teacher, (who was a social adjustment teacher in a different school last year), offers more academic help and ego support than a child is likely to find in most special schools or special classes. Mrs. A. attempts to get a child to concentrate on his strengths. She has each entering student make three lists: "Things I Like About Myself," "Things I Don't Like About Myself," and "Things I Am Doing About It." She said that one child sat for 10 minutes, unable to think of a single thing he liked, but he rapidly listed 17 things he disliked about himself. Countering this sort of poor self-image and convincing a child that he can take action in his own behalf (Things I Am Doing. . .) are the first steps to helping a child overcome his handicaps.

Her tiny room is filled with games (some commercial, but many homemade), projects and activities in which a child has some hope of success. Macrame and needlework, art and sculpture, woodworking, word learning and preception games are all used to build the child's ego and skills. One of the children assigned to her for help referred to her proudly as his "art teachers.

Mrs. A confers with the children's regular teachers, who give her their objectives for the week. She then chooses her own approaches to help the children reach as many of those objectives as possible. There is as yet no objective information on how well she succeeds, but the staff of the school is enthusiastic about her help. Last year, this school had no special education class and sent its "learning disabled" children into special classes in other schools. The new program allows these children to stay in the school with their friends and neighbors and still get the help they need.

Not all school based teachers are as skilled as Mrs. A nor are they seen as useful resources by the staffs of the schools they serve. Some are regarded as interlopers, or as one principal complained: "Just another in the long list of people who come in and tell teachers what to do in their classrooms."

In one school, the teacher in charge of the program regards the students assigned to her as regular track rejects with her role as a sort of holding operation until the child can be placed in a special class, or moved on to another level in the system. Another teacher knows so little about the differences in each child's needs that she runs them all through a basic remedial reading sequence and hopes for the best. A third uses standardized tests to diagnose and prescribe for the child's deficiencies in math and reading, works solely in these areas, and returns them to the classroom. Her program may be a useful operation but it does not reach the proposed program ideal.

The Department of Special Education is aware of each of these situations and has been conducting staff development programs for teachers and administrators aimed at correcting them. It has run courses for principals, to inform them of the limitations imposed by the Waddy decision, and to explain to them the kinds of specialized help available through the Department. There were courses in September at Mamie D. Lee for school based teachers, and mini-courses are planned during the year to try to upgrade the skills of the entire staff in dealing with children who in the past could be ignored. A two-credit course was scheduled to begin in February for up to 400 teachers. Classes will be held on Monday and Wednesday, 3:30 to 6:30, for five weeks. Every school based person and at least one other teacher from each school is expected to be involved. The course will stress techniques which can be used by regular teachers as well as by special education teachers. Thus, personnel currently in the program will have the opportunity to get the necessary retraining.

Along with these school based programs, special schools and special classes will continue to exist for those children who can best be served by them. Just as every child will not find the school based program suited to his needs, not every teacher assigned to the program will be suited to *its* demands.

The success of the school system in meeting the requirements of the Waddy decision will depend upon its willingness to change both program plans *and* teacher assignments when they fail to provide any child with an education truly suited to his needs.

(COMMENT, *continued from page 1)*

operating at a rate beyond their means, already in a deficit position and headed for a bigger one.

The Board of Education was required as its first order of business in January 1972 to scramble to trim current expenditures and to apply the spending re-requirements of the FY 1972 appropriation to the 1973 budget which was just being submitted.

This year, the situation is very much changed and for the better. The Board has worked hard to master and revise the budget, has encouraged community participation and obtained community support for an adequate funding level. The base budget has been reduced by nearly $5 million, and although some of the cuts were very painful, they were made, not just at random, or in arbitrary fashion, but in accordance with the principle that the classroom should be the last place to feel the axe. We fully support this approach. The deepest cuts have been made in administrative and supervisory personnel.

Unfortunately, while the Board was struggling to cut back the budget, a new financial pressure was building in the form of the teachers' pay raise—a 7% increase for FY 73 and an additional 5% for FY 74.

This budget would be very badly out of whack except for the infusion of over $13 million in revenue-sharing funds and another $8 million of revenue-sharing in the supplemental appropriation. Like the District government, we are willing to face financial crises a year at a time, but it is not too early to ask where the money will come from next year, assuming a reduction in the District's allocation of revenue sharing.

This 1974 education budget contains little in the way of new programs. Its best feature is that it redresses some of the losses in the ranks of classroom teachers which occurred through the budgetary expedient of not filling vacancies. It transfers from Impact Aid funding, which has a very uncertain future, 45 positions in Business management, an area in which the school system has proved itself notoriously deficient.

The budget falls far short of the aspirations of Board and the community. Another $6 million is needed to implement an improved kindergarten program, increase school supplies and materials, spruce up school property, and transfer some essential services from Impact Aid to the regular budget.

In anticipation of our next financial crisis which is as predictable as rain, we would urge two initiatives:

(1) The Council, the District government, the school board and the school administration should begin to identify those functions and activities in the school budget which can be more economically and advantageously performed by other city agencies. Examples include transportation, security, safety, health, maintenance and procurement.

(2) The Board of Education, the administration and the Teachers Union should determine ways to measure and achieve greater productivity from all school personnel. The fact that this sizeably increased increased budget does little more than keep our present educational effort going should alert us all to use this breathing spell wisely and industriously.

THE ANNUAL DRIVE FOR NEW MEMBERS BEGINS THIS MONTH. . . . .DUES RENEWAL NOTICES FOR OLD MEMBERS WERE MAILED IN JANUARY. . . . .RENEW YOUR MEMBERSHIP TODAY AND ASK A FRIEND TO JOIN OUR ORGANIZATION.

DCCBPE NEEDS YOUR HELP. . .JOIN TODAY. . .RENEW TODAY

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(WORKSHIP, *continued from page 1)*

explain her work, or does she feel secure enough to continue the class and trust the parent to watch? Is there inter-action between the teacher and pupils, or does the teacher talk and pupils listen? How do the children and the staff treat each other? Is the classroom bright and attractive? "In short," said Ms Covington, "Does the classroom seem like an inviting place where people can learn to work cooperatively and at the same time develop the ability to make decisions for themselves?

Mr. Craigen led the concluding discussion in which parents focused on school problems and suggested ways to work together with teachers to develop school programs suited to the children's needs. Most of the parents were concerned about improving communications and relations between themselves and their children's schools. They suggested that parents might be more welcome in the building, and in the classroom if they could get to know the principal and teachers better through workshops, social activities in non-school settings, and by demonstrating their willingness and ability to be useful to the teacher.

UGF

SHARING IN

D.C. Citizens For Better Public Education

President— — — — — — —WILLIAM HAMMOND THOMAS
Executive Director— — — —MRS. GILBERT A. HARRISON
Bulletin Board Editor— — — MRS. CLARENCE H. HUNTER

THERE'S A BRAND NEW SCHOOL BOARD IN YOUR FUTURE — READY TO GO TO WORK WITH YOU!

1. ON DEC 27-28 THERE'S A STUDENT-SCHOOL BOARD CONFERENCE WHERE YOUR STUDENT REPRESENTATIVES AND THE NEW BOARD WILL GET DOWN TO DETAILS ON HOW TO WORK OUT A REALLY GOOD, TURNED ON SCHOOL PROGRAM. THEY'LL OPEN UP A DIALOG ON SCHOOL PROBLEMS, TRADE IDEAS ON WHAT TO DO ABOUT THEM.

2. GET HOLD OF YOUR STUDENT REP (yours teacher or student council has his or her name) WITH YOUR LIST OF QUESTIONS FOR THE CONFERENCE, LIKE: What new courses do we want? What about discipline? Can we get schools open at night? What about real job training? Are we being educated for the real world? etc.

3. WHEN YOUR STUDENT REP COMES BACK FROM THE CONFERENCE ASK HIM OR HER — WHERE DO WE GO FROM HERE??

* * * * * * * *

THE MINISTERS' LEADERSHIP
TRAINING PROGRAM
SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE

WASHINGTON CONFERENCE
ON
PROBLEMS OF BLACK PEOPLE
IN
THE NATION'S CAPITAL

FEBRUARY 9, 1969
3:30 to 8:00 P.M.

THE FIRST BAPTIST CHURCH OF DEANWOOD
45th Street and Sheriff Road, N. E.
Washington, D. C.

THE REVEREND ANDREW J. ALLEN, MINISTER

* * * * * * * *

PROGRAM

3:30 - 4:00 REGISTRATION

4:00 - WORSHIP

4:05 - ADDRESS
"Black Unity and The oppression of Black People in The Nation's Capital"

Mr. C. Summer Stone, author, "Black Political Power In America" and member of the Board of Conveners, The Black United Front

4:30 - ADDRESS
"Economic and Educational Disfranchisement of Black People in The Nation's Capital"

Mr. Julius Hobson, Plaintiff, "Hobson vs Hansen" School Case, and Member D. C. Board of Education

QUESTION PERIOD

5:30 - GROUP DISCUSSIONS

6:15 - HIGH TEA and FELLOWSHIP

7:15 - Report of Discussion Groups and announcement of Programs for participating Black Churches

8:00 - CLOSING ADDRESS
"The Political Future of Black People in the United States"

The Honorable Adam Clayton Powell
United States Congressman, Harlem District

* *

The over-all concern of M. L. T. P. as made clear in our first conference, is to strengthen black people and to develop black institutions in the amassing and maintaining of power. Our position is that the Black Church has

the responsibility and the tools for promoting the community and making it aware of its potential as well as to establish programs through which power potential may be realised. The Black Church has been and must continue to be a main artery of the development and advancement of black people if not the main source of salvation for our nation.

Since our last conference, November 24, 1968, the following concrete action has been taken in keeping with our listed objectives: (1) The establishment of a school of Black Theology for black pastors in the District of Columbia. (2) The establishment of a school of Black History which meets every Wednesday evening from 8 to 10 p.m. at The Church of The Redeemer, 15th and Girard Streets, N.E. (3) Projection of a Community-wide drive for a posthumous funds award in honor of the late Dr. Martin Luther King, Jr. to support the operation of S. C. L. C. (4) Completed constitutional format for M.L.T.P. membership and programs to deal with community problems in a disciplined and steady manner. (5) Projection of a political drive for Home Rule and to bring black people throughout the nation together in closed ranks support of the black people of New York through the racist penalization of their representative, the Honorable Adam Clayton Powell. (6) Planning for the most viable possible alliance with The Black United Front in fighting the problems of corrosion which beset the Black Community, including crime, the reason for crime and the irresponsibility and institutional racism of the Washington police force.

The speakers for today's conference were chosen because of their long involvement with problems of the District of Columbia especially as they relate to the black people. The conclusions arrived at as a result of our efforts today will be used immediately for purpose of structuring action. The national consequence of today's project will be especially reflected in the last event on the program, the address by Congressman Powell on "The political Future of Black People in The United States.

DISCUSSION GROUPS

1. Housing
2. Politics
3. Police Relations
4. Home Rule
5. Education

* * * * * * * *

M.L.T.P. MEMBERS

Rev. Andrew J. Allen	First Baptist of Deanwood
Rev. Frederick W. Barnes	Contee A.M.E. Zion
Rev. Charles W. Green	Pilgrim Baptist
Rev. Reginald M. Green	Walker Memorial Baptist
Dr. Theodore S. Ledbetter	Plymouth United Church of Christ
Rev. Leon G. Lipscombe	Reid Temple A.M.E.
Rev. Henry Miles	Third Baptist
Rev. Fred E. X. Porter, III	Tenth Street Baptist
Rev. Jefferson P. Rogers	Church of he Redeemer
Rev. A. Knighton Stanley	People's United Church of Christ
Rev. H. Wesley Wiley	Springfield Baptist
Rev. Frank Williams	Asbury United Methodist
Rev. R. G. Williams	Mt. Moriah Baptist
Canon John Walker	The Washington Cathedral (Episcopal)
Dr. Charles L. Warren	Council of Churches of Greater Washington

* * * * * * * *

August 10, 1971

WTOP EDITORIAL REPLY

In the first non-voting delegate election in 100 years, a majority of the people of this city went on record in favor of a continuation of their colonial status. In accepting a make-believe seat in the House of Representatives without protest, they locked themselves into second-class citizenship status for what may be another decade.

Now their elected politician, with the support of WTOP and other news media, is trying to get them to continue their serfdom by rejecting full self-determination through statehood.

A WTOP editorial of August 6, asserts that statehood is impossible of achievement. ~~How does WTOP know this? There have been no votes on statehood for the District of Columbia in the history of the U. S. Congress, while a hundred so-called home rule bills have been voted down in both houses of the national legislature. I would say that by these standards home rule is impossible of achievement.~~

WTOP asserts that statehood is politically impossible. Well, the history of change and revolution in this country has been a history of attaining the politically impossible. Americans ought to know -- and black Americans, in particular, ought to know -- that to work for one jot or tittle less than total freedom is to accept a form of serfdom and oppression.

No American has the right to counsel any other American to accept less than his full constitutional rights. No politician worth his salt would counsel his constituents to be satisfied with taxation without representation and without an unqualified and final voice in local self-government.

Statehood is legislatively easier than any home rule bills pending before the U. S. Congress. We need no two-thirds majority for statehood. We need no constitutional amendments for statehood. We would eliminate congressional and presidential vetoes with statehood.

Another continuous and invalid argument against statehood is the one about our ability to support ourselves and the loss of the federal payment. There is no reason for the loss of the federal payment under statehood. At least 13 states already receive a far greater portion of their revenues from federal payments than does the District of Columbia. ~~In fact, our whole fiscal status should improve when the federal government begins to pay its own way.~~

District citizens, the home rule bills before the U. S. Congress are dishonest compromises offered to you by self-seeking politicians who do not have the courage to tell you why they really oppose statehood for this majority BLACK CITY. Let's fight them. ~~To hell~~ with their offers of amended serfdom. Let's oppose them head on, win, lose, or draw.

Julius W. Hobson

a WTOP editorial

BROADCAST HOUSE WASHINGTON, D.C. 20016 (202) 244-5678 WTOP-TV-9 AND WTOP RADIO 150

STATEHOOD FOR D.C.
IS WRONG TARGET

Broadcast August 5 and 6, 1971

Statehood for the District of Columbia is, we think, the wrong horse to ride.

We have reached that conclusion only after careful and sober reflection. WTOP has a very long and consistent record of standing up editorially for the District of Columbia on many crucial and difficult issues. We think it would be a cruel deception on our part to hold out any hope of statehood as a realistic target.

Advocates of statehood typically envision the carving out of a very small enclave which would continue to be, in fact, the federal city. The rest of the present District of Columbia would be turned into a completely independent state, with its own governor, its own legislature, and so on.

We think this vision is flawed on at least two counts. There is a very legitimate federal interest involved, what with numerous U. S. government activities scattered throughout the District, along with scores of foreign embassies. The federal government has an undeniable right to be assured of protection for and services to these myriad interests.

Even if such guarantees somehow could be secured contractually with a new state, the political hurdle of getting Congress to agree to the creation here of a sovereign state is, we are convinced, insurmountable.

There are two meaty alternatives to statehood. One is the awarding of full voting membership for the District in both houses of Congress. The other is local self-government, with the power to elect officials, to write local laws, and to levy taxes. Congress, without doubt, would retain some kind of ultimate veto power over such a local government, but there are ways to sharply minimize that.

We think that home rule and full voting membership in Congress both are achievable with determined, hard work. Statehood for the District, on the other hand, is certainly debatable as a goal, and as a practical, political matter is impossible of achievement.

This was a WTOP Editorial...Norman Davis speaking for WTOP.

Our Editorial policy is to assist our audience in better understanding public issues. We welcome comments on our editorials and recognize our obligation to present contrasting points of view from responsible spokesmen. We reserve the right to designate spokesmen and to deny such requests if we believe that the viewpoint has been fairly represented or the issue is not a controversial subject of public importance. This editorial, or any part thereof, may be reproduced only with proper credit for WTOP radio and WTOP-TV.

Jules This the wire story that went out — John M.

HOWARD UNIVERSITY

CENTER FOR CLINICAL LEGAL STUDIES

presents

a

BLACK ECONOMIC DEVELOPMENT SEMINAR SERIES

April 16, 23, 30 & May 7, 1970

7:00 p.m. to 9:00 p.m.

HOWARD UNIVERSITY

SCHOOL OF LAW

MOOT COURTROOM

6th & Howard Place, N. W.
Washington, D. C. 20001

Thursday, April 16, 1970

"The Concept of Black Economic Development in American Economic Society"

PANELISTS:

MR. ROY INNIS, National Director
Congress of Racial Equality
New York, New York

MR. EDWARD IRONS, Executive Director
National Bankers Association
Washington, D. C.

MR. JULIUS HOBSON, Director
Washington Institute for Quality Education - Washington, D. C.

MR. BELFORD V. LAWSON, JR., Attorney
Lawson, Lawson, Nesbitt & Taylor
Washington, D. C.

MRS. MARY B. WYATT, Asst. Professor
Howard University Law School

Thursday, April 23, 1970

"Problems of Black Economic Development"

PANELISTS:

MR. MELVIN DOXIE, Project Director
National Business League
Washington, D. C.

MR. ARTURO GRIFFITHS, Director
Washington Ghetto Industrial Development and Investment Corp.
Washington, D. C.

MR. BRENT OLDHAM, Executive Director
Reconstruction and Redevelopment Corporation - Washington, D. C.

MR. GEORGE ROBINSON, Executive Director
Institute for Minority Business Education - Washington, D. C.

MR. JEROME SHUMAN, Professor
Georgetown Law Center and Howard University School of Law
Washington, D. C.

MR. PETER TAYLOR, President
Washington Area Contractors Association - Washington, D. C.

Thursday, April 30, 1970

"Alternative Methods of Black Economic Development"

PANELISTS:

MR. GLENN CARR, Director
Reginald Heber Smith Community
Lawyer Fellowship Program
Howard University School of Law

REV. WALTER FAUNTROY, Executive
Director, Model Inner City
Community Organization
Washington, D. C.

MR. NORMAN HOLMES, Executive Director
Central Cardozo Community
Development, Incorporated
Washington, D. C.

MR. FRANK SMITH, Director
Black Markets
Washington, D. C.

MRS. MARY TREADWELL, Director of
Program Development, Pride Inc.
Washington, D. C.

Thursday, May 7, 1970

"Financial and Technical Resources to Assist Black Economic Development"

PANELISTS:

MR. JAMES COBB, Associate Professor
Howard University School of Law

MR. WILLIAM JAMESON, Executive
Director, Interracial Council for
Business Opportunity
Washington, D. C.

MR. ARTHUR MC ZIER, Assistant Administrator for Minority Enterprise
U. S. Small Business Administration - Washington, D. C.

MR. WARREN VAN HOOK, Assistant Director
Howard University Small Business
Guidance and Development Center

MR. MERVIN O. PARKER, Executive Vice
President
Industrial Bank of Washington
Washington, D. C.

MR. RUFUS B. WOMACK, District Manager
N. C. Mutual Life Insurance Co.
Washington, D. C.

The Howard University Center for Clinical Legal Studies was established in September, 1969, by Howard law students interested in getting involved in the practical application of law to community needs. The basic purpose of the Center is to provide legal assistance for District residents and organizations who are without the financial means, information, expertise or knowledge to secure it otherwise.

Throughout the 1969-70 academic year, the Center conducted seminar programs on the Welfare System, Landlord-Tenant Relations, Police-Community Relations and Low-Income Consumer Problems. The Black Economic Development Seminar series is the last in this series of programs.

THIRD ANNUAL WORKSHOP CONFERENCE

Sponsored by

District of Columbia Federation #524
Council for Exceptional Children

- -

November 16, 1968

- -

at

C. Melvin Sharpe Health School
4300 - 13th Street, N.W.
Washington, D. C.

9:00-10:00 a.m. REGISTRATION AND COFFEE

WELCOME

Mrs. Clara Stevenson
President
Federation #524

INTRODUCTION OF GUEST SPEAKER

Mrs. Clara Stevenson

10:00 a.m. GUEST SPEAKER

Dr. Robert W. Eller
Associate Dean of Urban Services
Washington Technical Institute

TOPIC

Meeting the Educational Needs of
The Inter-City Child

ANNOUNCEMENTS

Mr. J. L. Wyatt
President-Elect
Federation #524

11:00 a.m. DISCUSSION WORKSHOPS

DISCUSSION GROUP #1 - Room 106

TOPIC

Do Children Need to be Grouped for
Effective Learning?

DISCUSSION LEADER

Mr. Julius Hobson
Economist
Office of Research & Statistics
Health, Education & Welfare

HOSTESS

Mrs. Rosetta Mitchell

DISCUSSION GROUP #2 - Room 117

TOPIC

Is the District of Columbia Meeting Its Responsibility for Training Teachers?

DISCUSSION LEADER

Dr. Paul Cooke
President
D. C. Teachers' College

HOSTESS

Mrs. Rose Paper

DISCUSSION GROUP #3 - Room 118

TOPIC

Does the District of Columbia Public School Curriculum Meet The Needs of the Inter-City Child?

DISCUSSION LEADER

Dr. Robert Williamson
Professor of Education & Psychology
D. C. Teachers' College

HOSTESS

Mrs. Pearl Willis

12:30-1:30 p.m. LUNCH

1:30-3:30 p.m. DISCUSSION WORKSHOPS

DISCUSSION GROUP #4 - Room 106

TOPIC

Are Programs Like the Brannockburn Demonstration Projects Necessary for Quality Education?

DISCUSSION LEADER

Mrs. Margaret P. Jones
Principal
Brannockburn School

HOSTESS

Mrs. Estelle Epstein

DISCUSSION GROUP #5 - Room 117

TOPIC

Are Psychological and Intellectual Assessments Necessary in Planning to Meet the Educational Needs of Children?

DISCUSSION LEADER

Dr. Rebecca Rieger
Associate Chief Psychologist
Hillcrest Children's Center

HOSTESS

Dr. Elaine Hollander

DISCUSSION GROUP #6 - Room 118

TOPIC

How Can Teachers Become A More Powerful Influence in Their School System?

DISCUSSION LEADER

Mr. Charles W. Cheng
Assistant to the President
Washington Teachers' Union

HOSTESS

Mrs. Ethel Neustadter

THE FIRST SUNDAY
IN LENT
THEN WAS JESUS LED UP
OF THE SPIRIT INTO
THE WILDERNESS
TO BE TEMPTED OF THE DEVIL
A Lawrence
1916.8

CHURCH OF ST. STEPHEN AND THE INCARNATION
16th and Newton Streets, N. W.
Washington, D. C. 20010 (CO 5-1311)

FIRST SUNDAY IN LENT 3 MARCH 1968

THE LITURGY OF THE LORD'S SUPPER

The order of service may be followed in the green booklets. Music and lessons are listed below.

Entrance Hymn 494 - O holy city, seen of John
Collect for Purity & Summary of the Law
Penitential Order (See page 21 of the green booklets)
Kyrie eleison (Hymn 710)
Collects for Ash Wednesday, Lent I & John and Charles Wesley
Old Testament Lesson: Genesis 3:1-6 (The Fall)
Hymn 55 (vv. 1-2) - Forty days and forty nights
Epistle: 2 Corinthians 6:1-10 (Apostolate in action)
Hymn 55 (vv. 3-5) - Then if Satan on us press
Gospel: St. Matthew 4:1-11 (Temptation in wilderness)
Speaker - Mr. Julius Hobson
The Peace (Greet those standing near you.)
Offertory Hymn 477 - God himself is with us
Lent Preface & Sanctus (Hymn 711)
Communion Song -

LET US BREAK BREAD TOGETHER WITH THE LORD!
LET US BREAK BREAD TOGETHER WITH THE LORD!
AS WE TRAVEL THROUGH THIS LAND
WITH OUR BROTHERS HAND-IN-HAND
O LORD, FILL OUR LIVING WITH YOUR LIFE!

Song as the people are leaving - (Peace, my friends)

SHALOM HAVAYREEM, SHALOM HAVAYREEM
SHALOM, SHALOM
SHALOM HAVAYREEM, SHALOM HAVAYREEM
SHALOM, SHALOM

(Those who did not receive ashes on Wednesday may receive them by kneeling at the main altar following the service.)

JULIUS HOBSON

We are grateful for the opportunity to listen to Julius Hobson at the Eucharist this morning. Mr. Hobson has long been an uncompromising proponent of social justice in the District of Columbia. He has irritated us, perhaps, because he is so uncompromising. We thought nothing of it when he brought suit against the Board of Education, because it seemed ridiculous for a private citizen to challenge the whole establishment. We woke up when the Skelly Wright decision was handed down. It is a precedent which may well be the hope of our school system in the future. Finally, we are grateful to Mr. Hobson for demonstrating (despite severe criticism) that there are still non-violent ways of seeking justice. The Church is gathered to listen today.

LENT ACTIVITIES THIS WEEK
(March 4-9)

Tuesday, 8 pm - House Eucharist
Mrs. Pat Romero, 9316 Piney Branch Rd., #403, Silver Spring. Forest Park Apartments, just past University Blvd. Phone 434-1413

Wednesday, 8 pm - House Eucharist
The Rev. & Mrs. Wofford Smith, 4321 Van Buren St., Hyattsville. One block south of intersection of Route 1 & Queens Chapel Rd. Phone 864-5430. Father Smith is Chaplain at Maryland University.

Thursday, 7 pm - Powerhouse Agape
1813 Monroe St., N. W.

Thursday 8 pm - House Eucharist
Mr. & Mrs. Windsor Booth, 15 West Kirke St. Off Connecticut Ave., two blocks north of Chevy Chase Circle. Phone OL 4-1755.

Friday, 8 pm - Stations of the Cross
In the Chapel

Daily Eucharists at the Church
Monday - Friday 7 am, Saturdays 9:30 am

"Does Christ make any difference?" This will be the overall theme of the discussions following the House Eucharists during Lent. We will attempt to come to grips with the crises facing our religious life as Christians. The rapidity of change has had its effect upon our religion. What came natural a few years ago now seems awkward. Is there a way to revive personal religious life in 1968? We hope that every member of St. Stephen's will attend at least one of these meetings during the Lenten season.

Hosts for the House Eucharists should provide bread and wine, and coffee. If at all possible, they should make an effort to invite friends and neighbors to join us.

You are invited to join the Winners Club for an Agape on Thursdays evenings.

On Fridays the Lay Readers will lead the Stations of the Cross.

ANNOUNCEMENTS

COMMUNION BREAD: The bread used at the Eucharist today was made by Eve Firor. We are very grateful for this added significance to our offering, and we encourage others who can make bread to get in touch with Ann Vaupel, 530-6141.

VISITING TODAY: A group from the Westminster Fellowship at William and Mary College, Williamsburg, Virginia. Welcome to our celebration!

JOHN & CHARLES WESLEY: (Commemorated in the liturgy today) "Both men were deeply learned, devout sacramentalists (and accounted High Churchmen by 18th century standards), and extraordinarily effective preachers. Though their theological writing and sermons are still widely read and appreciated, it is in their hymns /20 in our hymnal/ that their own religious experience and their grasp of basic Christian theology continue to live in the hearts of thousands. Both men were profoundly attached to the doctrine and worship of the Church of England, and both died in this faith... The withdrawal of the Methodists from the Anglican fold, both in England and in America, must be accounted a judgement upon the established Church."

PREPARATION FOR CONFIRMATION/COMMUNION: Fifth graders and above who have not previously been prepared for receiving communion or confirmed meet in the Music room on the third floor immediately following the service. Adults who wish to join the Church through confirmation, should give their names, addresses, and phone numbers to one of the clergy and should be attending the Adult Training classes at 11 am on Saturdays in the dining room.

ST. STEPHEN'S PARABLE OF THE TALENTS: Last Sunday Father Wendt passed out 150 one dollar bills, in hopes that, as in Christ's parable, they would come back at Easter greatly increased; so that St. Stephen's could make a significant contribution to the Mount Pleasant Neighbors in their drive to hire a youth worker. Father Wendt still has $50 left, which he is anxious to give away.

THE NEGRO CHURCH IN AMERICA: This is the subject of the Adult Training Program this coming Saturday, March 9 at 11 am in the dining room. Dr. Henry Ferry, American Church historian at Howard University, will make the presentation.

VISIT SAINTS CONSTANTINE & HELEN: A neighbor of ours has invited us to visit next Sunday, March 10, from 2 to 7 pm, for a tour of the church, fellowship and refreshments. Sts. Constantine & Helen Greek Orthodox Church is located at 4115 - 16th St., N. W.

RETREAT LED BY FR. EDWARDS: A retreat will be conducted by the Rev. Tilden Edwards, Director of the Metropolitan Ecumenical Training Center, at the College of Preachers on the Cathedral grounds, beginning with dinner on Friday, March 15 and going through the 17th. For reservations, phone Mrs. Jamison at 537-0920.

FILMS THAT MATTER: St. Francis Church, 10033 River Road, Potomac, Maryland, is having a Lenten program consisting of films and discussion. Here is a schedule, all on Wednesdays at 7:30 p.m.:

March 6	Nobody Waved Goodbye
March 13	La Dolce Vita
March 20	David and Lisa
March 27	Cat on a Hot Tin Roof
April 10	Cry, the Beloved Country

UNITED NEIGHBORS SMORGASBORD: Saturday, March 30, the United Neighbors Organization will have its annual smorgasbord dinner from 2 to 7 pm in the dining room of the parish hall. Everyone is invited to attend. It has become traditional for individual members of the parish to join with the members of the United Neighbors Women's Auxiliary to provide food for this occasion and once again we are inviting you to try your hand at creating a culinary delight for the smorgasbord table. Would you consider bringing one of your favorite specialty dishes to tempt our guests' palates? Next week there will be sign up sheets available during the coffee hour for those of you to fill in who would like to contribute to food. Also you may contact Eleanor Clagett at any time to indicate the kind and amount of food you plan to bring (home 387-8878, office 382-4757). Members of United Neighbors reside in the neighborhood around St. Stephen's and have for several years devoted their

efforts to serving residents in this area. Our special fund raising effort this year is directed toward creation of a scholarship fund for college and/or vocational school students in the neighborhood who are in need of financial aid in order to initiate or continue their studies. We invite you to help make this effort a great success and to join in the fun and fellowship of this happy annual event.

COMMUNITY CENTER BENEFIT: As part of their Lenten Program Christ Church, Georgetown has arranged for the presentation on Thursday, March 14 of Norman Corwin's play, "The World of Carl Sandburg." The time is 7:30, and Christ Church is at the corner of O and 31st Streets, N.W. The actors are with the Alpha-Omega Players, a professional repertory theatre that has put on plays in churches all over the country. The testimonials we have received as to the play and the production praise them both highly. We believe you will enjoy it, and will agree that Sandburg's affirmation of the dignity of humanity is a fitting subject for Lenten consideration. Christ Church has decided that all profits from the play will go to St. Stephen's Community Center. Each $2.00 will entitle you to a seat with an unobstructed view of the chancel. Phone the Community Center for tickets, 265-1550.

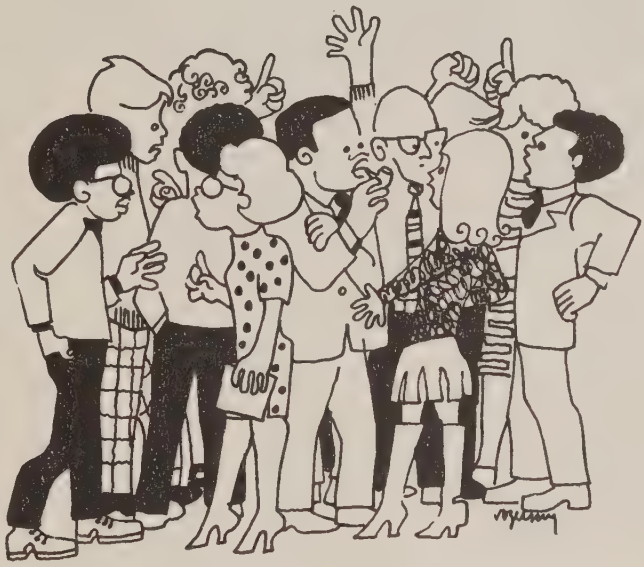
ST. STEPHEN'S CALENDAR

MARCH	PARISH PRAYERS
3 FIRST SUNDAY IN LENT	Marian Moore (B) Raymond W. Hall, Jr. (B) Van Sitware Long (B)
4 MONDAY	David Pinkard (B) Roger & Susan Finzel (WA) John Casady (D)
5 TUESDAY	Thomas Butler (B) Teretha Harper (B) Juan Lavreninco (D)
6 WEDNESDAY	Helen Berry (B)
7 THURSDAY	Susanna MacKaye (B) Robert Orr (B) Joan Bennett (B) Judithann Gardine (B) Thomas Foley, Sr. (D) Jessie Fisher (D)
8 FRIDAY	Sheila McCarrol (B)
9 SATURDAY	Michael Spencer (B) Barbara Cianelli (B) Barbara Lockwood (B) Wilter N. Campbell (D)
10 SECOND SUNDAY IN LENT	Agatha Assevero (B) Sara Wells (D)

STUDENT-SCHOOL BOARD CONFERENCE

Washington, D.C. Dec. 27-28

Mariesa, Md.



sponsored by the

D.C. Advisory Committee to the U.S. Commission on Civil Rights

and Washington Institute for Quality Education

special appreciation to The Philip M. Stern Foundation, Public Welfare Foundation, and for an anonymous gift through The Washington School of Psychiatry

SCHEDULE

FRIDAY, DEC. 27TH

11:00-11:45	Opening General Session
12:00-12:45	Lunch (Dining Room)
1:00-2:00	Workshop
2:00-2:30	Break
2:30-4:15	Workshop
5:00-6:00	Dinner (Dining Room)
7:00-8:00	Talent Show
8:00-11:00	Dance with Combo

SATURDAY, DEC. 28TH

8:00-8:30	Breakfast (Dining Room)
9:00-10:15	Workshop
10:15-10:30	Break
10:30-11:30	Workshop
12:00-12:30	Lunch (Dining Room)
1:00-2:15	Final Workshop
2:30-4:00	Closing General Session
4:00	Departure

WORKSHOP

Mr. Larry Aaronson

Mr. Aaronson is presently a teacher at Cardozo High School teaching sociology and drama. He has previously worked in the Upward Bound program, University of Maryland and the STAY program at Spingarn High School.

Mr. John Anthony

Mr. Anthony is a guidance counselor and Director of the Evening Program at the Morgan Community School. Mr. Anthony has taught school in Germany and for ten years has actively worked in various youth programs both in New York and Florida.

Mr. George Hampton

Mr. Hampton is currently working in HEW as Assistant Institutional Administrator for the Juvenile Facilities of the D.C. Children's Center. He has worked with the roving leader program and encouraged an alienated group of youth to form Rebels With a Cause. He also works at Laurel Training School, Maryland.

Mr. David Johnson

Mr. Johnson is presently with the Office of Education as chief of the Education Talent Search-Educational Opportunity Grants Branch. He has been both a teacher and administrator in the public schools of Oregon.

Mrs. Doris Jordan

Mrs. Jordan is presently working as the Assistant Center Director, Urban Northeast Concentrated Employment Program. She is an advisor to the Woodrow Bartges Boys Club and is on the Advisory Board of the Neighborhood Youth Development Program.

FACILITATORS

Miss Dorothy Kemp

Miss Kemp is working for project PUSH as a researcher and with Pride, Incorporated. PUSH hopes to see apartment houses in the city become co-operatively owned by the tenants. She has worked with the Upward Bound program at the University of Maryland.

Mr. Herbert Nichols

Mr. Nichols is an electronic engineer now working in the field of non-verbal program learning. He has worked extensively in the area of teacher sensitivity training and has taught vocational high school.

Dr. Preston Wilcox

Dr. Wilcox teaches at Columbia University. He is Chief Consultant to I.S. 201 in N.Y. and is working with community groups in Harlem and with young people of all ages.

Dr. William Wimmer

Dr. Wimmer is a Fellow in the Dept. of Child Psychiatry at John Hopkins University. He has worked in the area of adolescent group therapy and works now with guidance counselors in Harford County, Maryland.

MR. LARRY AARONSON

MR. JOHN ANTHONY

MR. GEORGE HAMPTON

MR. DAVID JOHNSON

MRS. DORIS JORDAN

MISS DOROTHY KEMP

MR. HERBERT NICHOLS

DR. PRESTON WILCOX

DR. WILLIAM WIMMER